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ABSTRACT

This study reviews various assessment and evaluation models, used in Kenya's colleges, for determining teachers' competency and discusses techniques and strategies for improving supervision, assessment, and evaluation of student teachers during their teaching practice. Various ways to improve the handling of teaching methodology in college are also mentioned. Chapter 1 provides a general introduction by stating study objectives; defining key terms; providing a general bakcground; discussing study limitations, obstacles, and the nature and order of the presentation: and proposing the hypothesis. Chapter 2 reviews existing literature on the subject of evaluation and draws some general conclusions. Chapter 3 discusses the study's conceptual framework and methodology and describes research tools and field work undertaken. Chapter 4 presents and analyzes the study's findings in great detail and offers conclusions based on those findings. Multiple assessment instruments, a bibliography, and a glossary are appended. (JMK)

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African Studies in Curriculum Development & Evaluation

General Editors: Peter Sachsenmeier
Kofi B. Quansah
Sylvester N. Dioh

No. 44

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FRANCIS MUKHALU:

TECHNIQUES AND STRATEGIES OF IMPROVING THE SUPERVISION, ASSESSMENT AND EVALUATION OF THE COMPETENCE OF STUDENT TEACHERS IN THE KENYA PRIMARY TEACHERS' TRAINING COLLEGES.

1982

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TECHNIQUES AND STRATEGIES OF IMPROVING THE SUPERVISION, ASSESSMENT AND EVALUATION OF THE COMPETENCE OF STUDENT TEACHERS IN THE KENYA PRIMARY TEACHERS' TRAINING COLLEGES.

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SUBMITTED TO THE FACULTY OF EDUCATION OF THE UNIVERSITY OF NAIROBI IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE POST-GRADUATE DIPLOMA IN CURRICULUM DEVELOPMENT.

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4

TABLE OF CONTENTS

PAGE

Preface.. i
List of Tables iii

CHAPTER ONE GENERAL INTRODUCATION

1:0 Statement of Objectives .. .. 1.
1:1 Definitions of Key terms .. .. .. 2.
1:2 General back-ground .. .. 5.
1:3 Limitation of Study and obstacles .. .. 9.
1:4 Nature and order of Presentation .. .. 11.
1:5 Statement of Hypothesis .. .. 14.

CHAPTER TWO REVIEW OF EXISTING LITERATURE

2:0 Critical Review of available subject matter 21.
2:1 General Conclusions about statements .. 32.

CHAPTER THREE CONCEPTUAL FRAMEWORK & METHODOLOGY

3:0 Discussion .. .. 36.
3:1 Tools of Investigation .. .. .. 45.
3:2 Description of field work undertaken .. 47.

CHAPTER FOUR ANALYSIS RESULTS, FINDINGS AND CONCLUSIONS

4:0 Findings/Analysis .. .. 49.
4:1 Conclusions .. .. 84.

REFERENCE MATTER

a) The Appendices .. .. 99.
b) Bibliography .. .. 114.
c) Glossary .. .. 116.

PREFACE

Assessment, Supervision and Evaluation in the Teachers' Education is often only considered in relation to the Student in the Teaching Learning Situation. In Kenya, there have been a number of programmes after programme, all stipulated for the improvement of Teacher Education. Out of the Three Hundred and twenty five Recommendations of the National Committee on Educational Objectives and Policies, 38 of them are directed towards the Education of teachers.

There is no-doubt, that, the Committee on Educational Objectives saw the paramount significance of training teachers qualitatively and quantitatively.

In the Report, priorities were to be given as follows:-

> "The Priorities in the proposed order are; firstly achieving Universal Primary Education or the Basic Education; Secondly improving the quality of Education and Thirdly under taking the various desirable educational expansion cannot be achieved unless teachers are trained, recruited in appropriate numbers of Quality".[1]

Unfortunately, less attention has all along been paid to the effectiveness of assessment and Evaluation as a means of bringing about educational change. Techniques and strategies of improving the means of deriving teachers' competence have often been over-looked.

Both Politicians and Educational experts enganged in identifying educational objectives and Policies should continually review the present system of supervion, Assessment and Evaluation as a means of determining the student-teacher and Practising-Teachers' Competence.

It is with this view in mind that this paper attempts to look at innovative Techniques and strategies of improving, Supervision, Assessment and Evaluation of the Teacher Trainees and also the competence of the Practising-Teacher.

With regard to the actual research undertaken, I wish to thank very sincerely my Personal Supervisor Mr. Peter Sachsenmeir, the Project director and other members of the permanent course team especially Dr. Kofi B. Quansah and Mr. S. N. Dioh.

I would also like to thank Mr. John Ayieko the Coast Provincial Basic Education Inspector of Schools for enabling me to meet and talk with so many of the teachers in Coast Province.

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LIST OF TABLES

TABLE		Page
1.	SUMMARY OF CATEGORIES FOR INTERRACTION ANALYSIS	24
2.	A RECORD OF OBSERVATIONS	26
3.	Educational Attainments	50
4.	ADMISSIONS FOR 1981/1982 AS DERIVED FROM CERT	52
5.	E.A.C.E. STUDENTS RESULTS	54
6.	K.J.S.E. STUDENTS RESULTS	54
7.	1978 SUMMARY RESULTS	55
8.	1979 PERFORMANCE	59
9.	1980/1981 COMPARISON	68
10.	1982 GRADES AND PERCENTAGES	78
11.	1982 ASSESSMENT SCHEDULE	82

APPENDICES:

Page

I LETTER TO THE HEAD TEACHERS OF PRIMARY SCHOOLS ...95.

II LETTER FROM THE P.E.O. TO THE HEADS OF SCHOOLS ...96.

III LETTER TO THE P.E.O. .. ..97.

IV SHANZU TEACHERS COLLEGE NEW ASSESSMENT FORM .. ...98.

V SHANZU TEACHERS COLLEGE OLD ASSESSMENT FORM .. ...99.

VI KENYATTA UNIVERSITY COLLEGE ASSESSMENT FORM .. ..100.

VII SUMMARY OF TERMS .. ..101.

VIII TEACHER COMPETENCE EVALUATION QUESTIONNAIRE .. ..102.

IX QUESTIONNAIRE FOR FIRST YEAR STUDENTS .. ..106.

X QUESTIONNAIRE FOR SUPERVISORS AND ASSESSORS .. ..108.

XI MODEL QUESTIONNAIRE ABOUT EXTERNAL ASSESSMENT ..110.

XII KILIMA MBOGO TEACHERS COLLEGE ASSESSMENT FORM ..112.

XIII KILIMA MBOGO TEACHERS "BETTER YOUR BEST" .. ..113.

CHAPTER ONE

1:0 STATEMENT OF OBJECTIVES

This Research is designed to try to address itself to the techniques and strategies of improving supervision, assessment and Evaluation of the student teachers during Teaching Practice, and it also endeavours to seek for various means and ways of improving the handling of Methodology in colleges.

The paper addresses itself to the reliability of Evaluating the student-teachers, whether the means measures; the students achievement, the teachers achievement and ability, the teaching/Learning methods, materials and subject content that the teacher uses.

Confronted with the probability of the assumption that the teacher is responsible for pupils failure as the pupils themselves, the present techniques of assessing the student teachers competence both by Internal and External means, have become an obstacle in determining the effectiveness of the teachers - colleges curricula.

THESIS

a) To determine the effectiveness of supervision assessment and Evaluation as a means of determining a teachers competence.
b) To check the validity of these techniques their strengths, weaknesses in relation to the teacher - Trainee and Practising teacher.
c) To try to seek alternatives to other innovative methods.

d) To determine the consistency and inconsistency among supervisors on trainees.
e) To determine the effectiveness of the external assessors and supervisors.
f) To identify means and ways of improving the teaching of Methodology in Colleges.

The paper will also attempt to identify some critical issues on:-

1. Challenges of crowded programmes
II. Inconsistency among supervisors
III. Challenges of teaching students with varied educational attainment.
IV. Challenges of teaching and Assessing large Numbers of students.
V. Limited Time
VI. Course Content
VII. Lack of materials.

1:1 DEFINITIONS OF KEY TERMS

Scholars like Benjamin Bloom distinguishes the concepts of Supervision, assessment and Evaluation and measurement. Ralph Tyler however, accepts that the terms are interchangeable. He defines Evaluation as "a process of approach which involves the acceptance of specific values and the use of a variety of instruments of observation,[2] including measurement as bases for value judgement."

Evaluation therefore is seen as atool which helps in grading certification and placement; it determines the effectiveness of the method of instruction, specific course or specific teacher. The process of evaluation involves determining to what extent the educational objectives are being realized by the programme of the curricula and instruction.

i. It implies that it must appraise the behaviour of students since it is change in this behaviour that is sought in Education.

ii. It implies also that it must involve more than a single appraisal at any one time; since to see whether change has taken place, it is necessary to make an appraisal at an early point, then identify the changes that might occur.

Evaluation therefore involves getting evidence about behaviours changes in the students, any valid evidence about behaviours that are desired as educational objectives provide an appropriate method of Evaluation. Ray C. Phillip, defines Evaluation as "a procedure used in determining the effectiveness of teaching and value of learning experiences in assisting students to achieve goals of education. The degree of teaching effectiveness and Learning is measured by utilizing the various tools and techniques available to teachers for getting information which will contribute to evaluation"3

EXTERNAL EVALUATION

This is the kind of determining the Curriculum by those who do not teach it. The evaluators are usually a team of "outside" educators selected by the Ministry of Education to find the student - teachers.

ASSESSMENT:

This is concerned with determining the students progress, growth development or change. It involves the process of determining an individual or group of students ranking in

--- 4 ---

the institution, after the instructions as compared to before the instructions.

The Concise Oxford Dictionary defines an Assessor as "One who sits as an adviser or Judge".[4] The External assessors are therefore those educational judges who are sent to teachers colleges to advise or judge on the competence of the teacher during the Teaching-Practice.

SUPERVISION

This is the art of overseeing the performance or ability or effectiveness of the teacher. It is the supervisors who determine the competence of the classroom teacher as well as any practicing teacher.

STUDENT TEACHER (TEACHER TRAINEE)

"This is a person enganged in trial inter-active behaviour with one or more students for the purpose of affecting change in those students"[5].

VALIDITY

This applies to the method and indicates the degree to which an evaluation device provides evidence of the behaviour desired. According to Bonney Rust, "Validity is a measure of success or failure of an examination in fulfilling its objectives".[6]

REALIABILITY

Bonney Rust defines Reliability as "measuring the degree of consistency between one examination and another administered to the same candidates or to the candidates at the same level of study".[7]

same level of study". 7

1:2 GENERAL BACKGROUND INFORMATION

Teacher Education in Kenya has been given the utter-most priority. The report on the National Educational objectives and Policies projected that Quantitatively the annual growth of teacher enrolment will be 6% annually up to 1986. This will mean an expansion of the existing Teacher Training Colleges to an enrolment of ten-thousand students for Primary Schools alone. As we move towards the proposed Nine year Basic Education, an extra six thousand trainees will be trained in the Colleges to meet the needs of 1986.

Qualitatively the problem of assessing, supervising and evaluating such large numbers of students desires a lot to be said.

The purpose of Evaluating, assessing and supervising the student teacher is to ascertain on how he or she is performing on the given Educational objectives laid down by the Educational Organization. Assessment of competence involves the comparison of actual performance of the trainee against a set standard or specified performance on set tasks or expected output or results. It is important that a teacher, like any other Professional person must be assessed, supervised and his work evaluated on the quality and Quantity of his out-put. However, arriving at a scientific and objective performance appraisal of one's competence is extremely difficult.

In Kenya today, like in many countries in the world, the teacher is viewed by the members of the public with high expectations. The Ministries of Education have clearly defined successful teaching in the Educational publication as, "Guiding the pupils through the programme of work laid down in the curricula and in the Syllabii so that they are properly shaped to play a useful and productive role in the National development".[8]

From the above definition it can be clearly deduced that, the major factor involved in assessing and Evaluating a teachers competence is the factor of ability to make pupils learn and work hard throughout their courses. The second factor is the competence of the teacher in the subject matter he is teaching. He must have mastered the subject matter before appearing in the classroom situation.

The major objective of the school-practice is to give a chance to the teacher on Practice to practise the teaching skills he has acquired during the Faoundation and laboratory phases of his training and to enable him to participate in a real school situation under supervision before becoming a full master of his own.

One Scholar J.W. Tiblle states; "The value of school Practice derives fundamentally from its being the modern form of apprenticeship relationship which was embodied in the pupil - teacher system and in the practice schools for early colleges. It is indeed the only sound basis of the acquistion of Practical Skills"9.

It is therefore clear from the above that to the Practicing teacher and student-teachers, the purpose of undergoing the teaching Practice is to provide practical experience and it improves the teachers teaching skills, improves the learning - teacher - pupil relations and brings about development of teaching skills in the student teachers. School practice therefore forms one of the most important aspects of teacher Education. In this research an attempt will be made to discuss the relationship between supervisor/Tutor and student-teacher during the supervision assessment and evaluation. A word of caution is that bad supervision and assessment can ruin good students.

It is also very important to note under this background information that Teacher Education in Kenya is organized in Three Phases.

FOUNDATION PHASE:

1. Under the foundation of training the student is exposed to demonstrate the mastery of basic knowledge pre-requisite to the development of instructional and non-instructional competencies.

LABORATORY PHASE:

2. The student is expected to demonstrate the instructional and inter personal competencies under simulated classroom conditions. In colleges this is conducted in small groups of Micro-Teaching.

PRACTION PHASE:

3. Under this phase the student is expected to demonstrate the instructional and inter-personal competencies in the actual classroom situation from where he or she is then supervised, assessed and his work evaluated.

This study will venture to reveal findings on each of those phases above as conducted in Shanzu Teachers College.

The following format is currently being used in most Teachers Colleges for assessing and Evaluating the Students work.

GRADE	%	MEANING
A+	90 - 100	Out-Standing
A	85 - 89	
A-	80 - 84	
B+	75 - 79	Good
B	70 - 74	
B-	65 - 69	
C+	60 - 64	Average
C	55 - 59	
C-	50 - 54	
D+	40 - 49	Weak
D	30 - 39	
D-	20 - 29	Should not be a teacher.
E	0 - 19	

Looking the above commonly used format, it is important to note that for any supervisor to give a consistent assessment he has to answer two fundamental questions.

a) Does the teacher possess an informed, trained and organized mind?

b) Does the teacher have enough of human magetism that prompts his pupils to work willingly and hard with him.

Before the teacher is rendered unfit, the Assessor has to examine the details of Preparation, lesson handling, class-management, methodology, quality and quantity of pupils work. These points help to support or devalue the answers of the two fundamental questions.

The Assessor/Supervisor must examine the pupils learning process in depth and should not content himself with the Assessment based on the actual lesson observed. The Lesson may be efficient and yet the class lags behind. The lesson may have been taught twice only because it is occupied with a skilled performance by the teacher with little classroom participation. The supervising Assessor must use every means of discovering what the children have done and have learned quantitatively and qualitatively.

1:3 LIMITATIONS AND OBSTACLES TO STUDY

In Kenya today, there are seventeen Primary Teacher Training Colleges. At the inception of Independence the Government consoludated the various originally small, parachial and denominational Primary colleges into fewer and larger Boarding Institutions' where admissions are National and denominational. For the purposes of this paper, it was difficult to travel to each and every one of the Colleges to collect data and administer the interviews. These colleges are distributed to every Province in the country. The set back here was that, besides meeting some supervisors and Assessors from Shanzu, Machakosi, Highridge, Kilimambogo and Kigari Colleges, the rest of the remaining colleges were difficult to reach. Sometimes, even the questionnaires sent to the supervisors at those colleges were not received back. However, anumber of them responded.

Another Limiting factor to this study was the duration of the colleges' third term. The Colleges usually close at the end of March and all the final year students depart from the colleges at this time. It is at this time that we were doing our University Examinations. Questionnaires were sent to the students before they could depart. Although the response was good, by the time of departure from Nairobi after the Examinations some students had already posted back the questionnaires to the Residential place. Some of these could not easily be traced.

By the time this Research was being conducted there were speculations as announced by the Minister of Basic Education on 27th March, 1982 that the two year course would be reduced to one year course so that the students spend the 2nd year in the field. Since there is hardly any information available on this tentative suggestion, the paper only gives hints of such a programme, its limitations and advantages.

Another obstacle was the abrupt change of the grading system of students in colleges. This change is not familiar as to yet with Tutors as there is little information on it. The presidential directive required all the teachers to be graded according to their academic qualification but said nothing about the determining of the teachers' competence whether the assessment and Evaluation of work was to be based on the academic qualification! For there are colleges which admit the certificate of Primary Examination graduates and comparison of competence between such colleges and those colleges which admit purely the East African certificate graduates would be a mockery!

A more serious obstacle to this Research was the confidentially held on the obtaining of Teaching Practice Results and getting information about the External Assessors. According to the Ministry of Basic Education Inspectorate this is tatally confidential.

The Research involved travelling widely and meeting teachers. (See appendix I) Permission was granted by the Provincial Basic Inspector of schools and the areas covered included Mombasa, Kwale and Taita/Tavetta Districts at the Coast Province of Kenya. In total Eighteen schools were visited. 'see appendix 2' Some Heads of schools were difficult to obtain the information from as they took me into task to dispell any fears of Inspection work being carried out in their schools.

All in all, despite the limitations and obstacles the Research was carried out with vigour and determination.

1:4 THE PRESENTATION : NATURE AND ORDER

In order to make sense of diverse inquiries undertaken in the name of teacher effectiveness distinctions must be made in purpose. This paper will venture to look at the techniques and strategies systematically as follows:

I. a) Purpose of Evaluation assessment and Supervision.
  b) Steps in planning an Evaluation programme.
  c) Techniques used.
II. a) Problems of Teacher-Trainees in Colleges.
  i. Academic
  ii. Time
  iii. Course Content

iv. Lack of facilities
v. Availability of qualified assessors, Supervisors and Evaluators.

III. Strategies of Improvement: Suggestions.
- a) Use of modern Educational Technology
- b) Use of team teaching.
- c) Practical teaching experience
- d) Use of intergrated approach.
- e) A course on Ethics of the Teaching profession.
- f) Designing of syllabu for colleges.

IV. Review of various Literature summaringly.

V. Questionnaires for tutors, students and Practing teachers.

Findings and Conclusions

a) PURPOSES OF SUPERVISION, ASSESSMENT AND EVALUATION

Supervision, assessment and Evaluation should serve the following purposes.

A. TO THE INDIVIDUAL TRAINEE AND THE PUPILS

I. To discover what the students have learned (facts, skills emotional growth and adjustment).

II. Evaluation when administered in the classroom situation helps to determine the childs status in the class.

III. Helps to discover where the trainee need help, the Nature of the help, his areas of strengths and weaknesses.

IV. The Data is necessary to guide each trainee and also the classroom pupil all around-ground.

B: CLASSROOM PURPOSE

1. Evaluation should provide data enabling the teacher to determine the effectivenes of his teaching.

a) Which of his objectives had been learned.
b) Is re-teaching necessary
c) What is the pattern of social relationship.
d) Do cliques or in-groups exist.

C. SCHOOL WIDE PROGRAMME

1. Helps the Head of the institution and the staff to assess the overall effectveness of the instructional programme.
2. Can reveal the over and under emphasis in individual class.
3. Can provide data useful for school wide guidance program.
4. Can reveal learning areas needing more attention throughout the school.
5. Can assist the Head of the institution and staff in planning for instructional program.
6. Can be of value to the schools-program of school - Community-relationship.

STEPS IN SUPERVISION, ASSESSMENT AND EVALUATION PROGRAM

1. The Supervisors and the assessors who carry out the Supervision, Assessment and Evaluation, must be clear of what should be assessed, supervised and Evaluated.
2. Must decide what constitutes objectives and valid evidence that the desirable changes are occuring.
3. Need to discover appropriate methods of identifying and recording evidence of change.
4. Need to know the facts of the teacher-trainees and Practicing Teachers growth and Learning well enough to discover and decide whether the changes observed are satisfactory in the kind and degree.

5. Should have a clear idea of the purpose of appraisal.

1:5 STATEMENT OF HYPOTHESIS

Supervision, Assessment and Evaluation of the competence of the Teacher-Trainee and also of the Practicing teacher has tended to create considerable confusion both on the part of the supervisors, Assessors and the students. The increasing degree of inconnistency with the supervisors and Assessors has initiated the carrying out of this Research. During Supervision, Assessment and Evaluation of the teachers competence, there has been a realization of the need for maximum objectivity and effechieness in assessing and supervising Practice. This concern is all-over the world. The Central goal of the Research is to try to seek for strategies and Techniques of improving the practice of assessment Evaluation and supervision. The Research attempts to identify a number of concepts that are commonly abused during supervision and assessment of teaching it also reveals some of the main contradictions, confussions and mis-conceptions surrounding these concepts, the findings and conclusions will carry reccomendations in understanding the concepts.

The term teacher has often been appropriately defined as, a person enganged in inter-active behaviour with one or more students for affecting change in those students.

It is crystal clear therefore to assume that the teachers role in attitudinal, cognitive or more changes in pupils is paramount. This designation distinguishes the teacher from the instructional materials used like films and books.

It is the criteria used in Kenya today for Assessing and Evaluating the trainees performance that has resulted in contradicting views of judging the teachers competence. Judging a teachers competence here (Kenya) is likened to modification in the behaviour of the learner. Shanzu Teachers' College at the Coast Province of Kenya in Mombasa, uses the following format for Assessing and Evaluating the teachers competence.

SHANZU TEACHERS' COLLEGE MOMBASA

LESSON ASSESSMENT FORM NO.............

NAME OF TRAINEE...
NAME OF SCHOOL..
COLLEGE CLASS.............. SCHOOL CLASS................
SUBJECT................. TIME........... DATE...........

PREPARATION

a) SCHEMES OF WORK AND REFERENCE.......................
b) LESSON PLAN................. c) Teaching Aids.......
d) Aim of the lesson....................................

2. INTRODUCATION 3. PRESENTATION

a) Knowledge of the subject and initiative.........
b) Method...
c) Questioning Technique & Imagination............
d) Language.......................................
Speech Pronounciation..............................
Clarity...
Pace/Pitch/Variety..................................
e) BB/work...................Use of Teaching Aids
....
f) Contact with the pupils..........................
Responsiveness......................................
Class-Control.......................................

4. APPLICATION

a) Pupils work..

b) Organization and Group work......................
c) Conclusion/Recapitutalation ....

5. ACHIEVEMENT OF THE AIM:

6. GENERAL REMARKS:

Note to the student: See your Tutor for necessary Explanation and further advice.

Date........................ Signature of Superisor
....

Circle the Appropriate letter with equivalent Marks in the Box.

A A-   B+ B B-   C+ C C-   D+ D E

Looking at this particular format one can easily note that assessing and Evaluating a student using this format encourages the distortion influence of "Eye-wash" effect. Here, the Supervisor is only restricted to assess and Evaluate those aspects that appear to be successful. It also encourages "Post-ponement" on the part of the Supervisor for He/she has to wait until the end of the Assessment before circling the grade.

These Research findings will venture to give Reccommendations on such formats.

The point of departure for this Research looks at the various aspects often over looked by the Supervisors. For teachers effectiveness includes all such aspects associated with the teaching Art like setting goals, preparing lessons, marking papers, defining and explaining concepts, encouraging participants. At the moment supervision is merely conceptual in that school inspectors and supervisors equate " good teacher" with"good person". Usually the Assessors who are sent to teachers colleges are people of varying professional backing; there are the administrators, Lecturers, tutors, curriculum Developers and Officials from the Ministry of Education. While the administrator is looking for the knowledge of the teacher for better decision on promotion or demotion; the curriculum Develper, Lecturer or tutor is interested in wanting to know what intructional procedures are most likely to prove useful in achieving certain instructional goals in pupils.

In this statement of Hypothese, the Recommendation put forward for emphasis is that, in determining a teacher's competence, besides assessing and Evaluating the effectiveness of the teachers accomplishment of the goals of Education as displayed in the pupils behaviour, it is also important to consider his personal attributes, such as his personality or Educational achievement, his background, his verbal behaviour in class, his instructional strategies, the enviroment he is teaching under. All in all it is important to combine the process and outcomes and the measures of personal attributes in the assessment of the teachers competence otherwise investigating on the teachers effectiveness can be misleading, confusing inconsistent and unfair.

Making decisions about teachers competence would therefore encompass:

1. Description of the teachers particular teaching situation i.e. pupils, structure of the school and the community.

2. The reason for placing the teacher there.
3. Morale of the other members of staff.
4. Community Support.

Decisions about teachers competence should be flexibly planned and developed to cater for the differences in the Academic level and the previous experiences among the students.

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CHAPTER TWO

REVIEW OF EXISTING LITERATURE

2:0 CRITICAL REVIEW OF AVAILABLE SUBJECT MATTER

The Art of Supervision, Assessment and Evaluation of the competence of a student-teacher has been created concern to most Educationalists because of the fact that there has been a realization for the need for maximum objectivity and effectiveness in Supervision assessment and Evaluation of student teachers. For consistency in the exercise Dr. Peter Muyanda says, "In my view one of the basic requisites in trying to improve our supervision and assessment is to reduce to the minimum the ambiguity of the main terms used. Without a clear understanding of such concepts, consistency among supervisors is virtually impossible and confusion among prospective and probationary teachers is inevitable"[1] Dr. Muyanda in his analysis suggests that in the process of Assessing and Evaluating a student work such concepts as syllabii, the lesson plan, notes and note-making an examination syllabus, a school teaching syllabus, schemes of work, lesson aims lesson notes, Teacher-pupil activities, note making and note taking constitute the overrall purpose for quicker realization of more objective, comprehensible and effective supervision and assessment of the student-teacher.

Another Educationalist by the name of Jonathan Musoke in his Essay Entitled "Clinical Supervision of student Teching"[2] says that the major objectives of the school practice are:

i. To provide the students with an opportunity of establishing an appropriate teacher-pupil relationship

2. To provide the students with practical experience in schools which will reveal some of his problems of discipline and enable him to develop personal methods of control.
3. To provide the students with experience of success in the teaching situation so that they acquire confidence.
4. To provide an opportunity for the student to develop and display qualities of adapatability and sensitivity appropriate to the school situation.
5. To provide the students with the opportunities for developing powers of organization.

Rusoke's model for supervision is derived from that of Gold,hammer which is divided into three stages. "Pre-Observation confrence; observation confrence and Post-Observation confrence"3

During the Pre-observation conference stage Goldhammer suggests that;

1. The Supervisor has to be liberal simple, co-operative and as helpful as possible. There should be no imposition of authority.
2. The student-teacher has to be open-minded ready to amend his planned lesson where he finds it necessary as he gains insight into the discussion with the supervisor.

During the observation confrence stage, there are certain don'ts that every supervisor has to remember.

1. It causes concern if not enchantment or even complete demolisation on part of the student

teacher especially if the supervisor interfered with or interrupt the students procedure of the lesson, unless the student has called the supervisor for some information.

2. The supervisor should not participate in pupils activities. Where there are signs that he is taking over the part which should be played by the teacher should be avoided.

3. The supervisor should remain alert and move along with the pupils and the teacher throughout the lesson. There should be dozing off while the lesson is going on for he can miss part of the lesson.

4. He should not walk around the class during the actual teaching, this distracts the pupils. However, during written work or carrying out of an experiment then he can walk around to see that the teachers instructions are followed.

5. He should avoid making any noise that may distract the pupils attention, rustling papers, yawning, snoring, tapping shoes etc.

Rusoke gives a suggestion that if it is economically feasible, videotaping would be very effective means. In developing countries where finance is so scarce, this would be uneconomical and the technical know-how is lacking.

At the Post-Observation confrence stage;

1. The student-teacher may reflect on the lesson he has just taught.

2. There should be an atmosphere of acceptance support and understanding.

3. Student-teacher may learn from any mistakes he might have made.

4. Student-teacher should grow from strength to strength in his techniques of teaching as he is helped by the supervisor.

5. Should serve as a re-assurance of the student teacher has been nervous and anxious.

Another educationalist called R. Grove suggests that every supervisor must study a system analysis which is given categories as follows:

TABLE 1

SUMMARY OF CATEGORIES FOR INTERRACTION ANALYSIS

TEACHER TALKS	INDIRECT INFLUENCE	1. ACCEPTS FEELINGS: He accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.
		II. PRAISES OR ENCOURAGES: Praises or encourages - students action or behaviour. Jokes that release tension not at the expense of another individual and nodding the head or saying "Uhuhh" or "go on" are included.
		III. ACCEPTS OR USES IDEAS OF STUDENTS Clarifying, building or developing ideas or suggestions by a STUDENT. As the teacher brings more of his own ideas into play, shift to category five.
		IV. ASKS QUESTIONS Asking questions about the content or procedure with the item that a student answers.
	Direct Influence	V. LECTURES: Giving facts or opinions about content or procedure; expressing his own ideas; asking rhetorical questions.

	VI. GIVES DIRECTIONS: directions, commands or orders with which a student is expected to comply.
	VII. CRITIZES OR JUSTIFIES: Statements intended to change students behaviour from non-acceptable to acceptable patterns; bawling someone - out; stating why the teacher is doing what he is doing extreme self-reference.
	VIII. STUDENT-TALK RESPONSE: talk by students in response to the teacher. Teacher initiates the contact or solicits the students statement.
STUDENTS TALK POSITIVE	IX. STUDENTS-TALK-INITIATION: Talk by students which they initiate if "calling on students" is only to indicate who may talk next, observer must decide whether student wanted to talk. If he wanted use this category
	X. SILENCE OR CONFUSION: Confusion pauses, short periods of silence and periods of confusion in which communication can't be understood by the observer.

ADAPTED FROM GROVER R. STATE UNIVERSITY OF NEW YORK 1971.

NB: The above numbers have no scale in which they imply. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate not to judge a position on scale.

Another Educator called Flanders deviced Flanders Interaction Analysis categories (FIAC). Using a sample analysis from a record of students work, the chart would look like this:

TABLE 2

A RECORD OF OBSERVATIONS:

5	5	9	9	5	4	5	3	9	8
5	5	3	9	5	8	5	5	3	8
5	5	5	7	4	8	5	5	9	7
4	5	5	7	4	6	5	5	9	7
8	5	5	9	5	6	9	5	2	5
3	5	5	3	5	10	9	5	3	5
5	5	5	3	4	10	9	9	5	5
5	5	5	5	8	10	2	9	5	5
5	5	5	9	8	5	3	9	4	5
5	5	5	3	4	5	3	10	8	5

Flanders converts the above observation into frequency Distribution as follows:-

Category	Frequency	Category	Frequency
1		6	II
2	II	7	IIII
3	~~IIII~~ ~~IIII~~	8	~~IIII~~
4	~~IIII~~ II	9	~~IIII~~ ~~IIII~~ ~~IIII~~
5	~~IIII~~ ~~IIII~~ ~~IIII~~ ~~IIII~~ ~~IIIII~~	10	III

FLANDERS INTERPRETATION OF THE ABOVE IS AS FOLLOWS:

If	I/D 1	The teacher help to create democratic climate, which promotes learning etc.
If	I/D∠ I	Such a teacher creates authoritarian image of himself which retards the learning process.
If	I/D=1	"Laissez faire"

Flanders then calculates the teachers Indirect influence as follows:

(I) =1+2+3+4

the Direct influence is obtained;

(D) =5+6+7

getting the Ratio of the I/D

$$=\frac{1+2+3\ 4}{5+6+7}$$

Looking at Flanders Interraction Analysis the major disadvantages with the analysis is that by merely looking at the categories in the Record of Observation, in the long-run, the supervisor may not even be able to recall what the aspect depicted in that particular category was. Also, the analysis involves statistical calculations. Supervisors who are not good in mathematics may not be able to calculate the Direct and indirect influences and even the Ratios accurately.

In the Encyclopedia of Educational Evaluation, the authors suggest in order to reduce the distorting influences, one may be guided by "a checklist of frequently employed techniques of distortion, classified in six major types"[5].

1. "Eye wash"

   This involves selecting for Evaluation only those aspects of a program that appears to be successful.

2. "White-wash"

   This involves covering the program future by avoiding objective appraisal and securing "testimonials" from partisans.

3. Submarine

   Attempting to torpedo or destroy a program, regardless of its work because of power interests within the system.

4. Posture:

   Making gestures towards "objective evaluation" which however are not carried through and which are designed only to promote a favourable image.

5. Post-ponement:

   This involves seeking to delay or prolong the evaluation as much as possible in the hope that concern about the program will dissipate over-time.

6. Substitution:

   Attempting to shift attention from one essential part of the program that has failed to a minor part of the program that has succeeded.

The important aspect with the views put forward in the *Encylopedea of Educational Evaluation* are that supervisors of programmes sometimes do not include the contentions that while some persons in the program didnot benefit, others did and they could not have done so if there had not been a program!

In the second handbook of research on teaching, the authors are of the opinion that in order to Assess and Evaluate a teacher's competence, there is a wide variety and sections of classes of teaching competence criterion measures with respect to six desirable attributes of such measures as follows: 6.

DESIRABLE ATTRIBUTES OF TEACHER COMPETENCE CRITERION MEASURES	CLASSES OF CRITERION MEASURES							
	Systematice Observation	Administraters ratings	Students ratings	Peer ratings	self-ratings	personal attributes	contract plans	Performance tests.
Differences among teachers	+					+		+
Assess Learners growth	-	-	-	-	-	-	+	+
Yields data uncontaminated by required inferences		-	-	-	-		+	+
Adapts to teachers goals and preferences	-				+		+	--
Presents equivalent stimulus situations		+	-	-				+
Contains Heuristic Data categories	+							

In the above classes of Teaching competence criterion measures are based on six desirable attributes of such measures. The authors argue that an evaluation of the teacher is not equivalent to determining the teachers instructional competency i.e. the ability to effect desired changes in learners.

In their analysis, John Mc. Neil and James Poham say that an evaluation of the teachers competence has been weakened by the false belief that there are scientific conclusions which correspond to good teaching. Teacher Educators, supervisors err when they promote teaching skills that are approximately consistent with scientific conclusions as if these skills were certain, confirmed answers about how a teacher should proceed to effect desirable consequences in learners" 7. The authors argue that analysing and evaluating the teaching act should be flexible in planning as executed by supervisors Evaluators and Assessors.

John D. McNeil says; "Although teachers tend to see their supervisors' suggestions as helpful, both when results are the criterion and when teaching method, personality and other evaluative bases are operative, teachers are almost unanimous in believing that the criterion "results" in terms of pupil gain is the best of five bases for evaluating instructional effectiveness" 8.

McNeil here reveals the focus upon specific objectives for particular learners does not appear to restrict pupils advancement to only the stated objectives but also leads to increased achievement in the range of desirable directions.

All in all, it is evident from the above Literature that there is need to seek for strategies and techniques of improving the supervision, assessment and Evaluation of the teachers competence, as this has often raised significant questions regarding the fairness and consistency among the supervisors on ratings of teachers competence.

2:1 GENERAL CONCLUSIONS ABOUT STATEMENTS

The importance of Teaching Practice as a significant art has been emphasised as every important component of the student-teachers course. The views put forward by the above Educators and critics have a number of aspects in common. They all call for maximum objectivity and effectiveness in supervision, assessment and Evaluation of the teachers performance. Some have put more emphasis on the basic requisite of reducing to the minimum the ambiguity of the main terms as summarized here in appendix 3.

In the Nutshell, supervision, Assessment and Evaluation of the student-teacher and even that of the Practicing-teacher demands more time, patience and tolerance on the part of the supervisor. Student teachers deserve to be initiated in the practice of either according to Rusoki "Clinical Supervision" or as according Flanders, "Flanders Interraction Analysis Categories" (FIAC) or any of the suggested models.

Supervisors on the other hand need to be guided by check list of frequently employed techniques to reduce the distorting influences. It is only after employing those techniques and strategies that supervision, Assessment and Evaluation can be appropriately improved.

Teaching Practice: Should be viewed more seriously as a coherent sequence of preparation implementation evaluation and adaptation spreading from early stages in training throughout the teachers' professional career, and not as a single time period.

Peter sachsenmeier appropriately states, "since traditionally fairly little attention has been paid to student's and practicing teachers' actual teaching it seems only appropriate to indicate some possible improvements as well as a few selected ideas considered important in the context of teaching practice. One of the most effective factors facilitating teaching practice and behaviour changes is a positive attitude towards change on the part of the trainee. Teacher Education will have to take this into account"[9]

Sachsenmeier, is of the opinion that, specific methods, approaches and techniques on the part of the trainee are paramount in the practising teaching.

It is therefore important for Assessors and supervisors to bear in mind the fact that, a practicing teacher should be able to find adequate methods of improvement and training which allow him/her to monitor his or her own teaching and learning, thus helping him or her to maintain relevant learning throughout the professional career.

....../34

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CHAPTER THREE

CONCEPTUAL FRAMEWORK AND METHODOLOGY 3.0 DISCUSSION

Supervision Assessment and Evaluation of a teachers competency is often likened to determination of the teachers instructional competency. This paper will look at various models used in Kenya's Colleges and attempt to Review each. Every college uses its own Assessment techniques. Perhaps the most promising way of reducing inconsistency and subjectivity in Assessing and Evaluating the students competence during supervision, is to produce a common instrument for all colleges training Teachers to be used both by the Internal Supervisors and External Assessors. In Kenyas Highest institution for Training Graduate Teachers, Kenyatta University College the following model of format is being used:

KENYATTA UNIVERSITY COLLEGE

TEACHING PRACTICE OBSERVATION REPORT

SCHOOL......................student...........Ref. No....
FORM........................course......................
Subjec......................supervisor..................
(capitals)

PREPARATION

PERFORMANCE

PERSONAL FACTORS

LESSON ASSESSEMENT **DISTICTION** **CREDIT** **PASS** **FAIL**

SUPERVISOR: ____________________

TEACHER PERFORMANCE PROFILE

VARIABLE	1	2	3	4	5	6	7	8	9	10
Objective of the Lesson: O										
Student Learning: L										
Student Participation: P										
Mastery of Subject Matter: S										
Intergration with prior knowledge: I										
METHOD: M										
Teaching Aids/Apparatus: A										
Relatedness to tudents: R										
Communication with students: C										
Student Teacher Self Evaluation: E										

Looking at this nature of format, one has the feeling that the supervisors who use this model are often dragged into "Eye-wash" assessment and Evaluation in that, it involver grading the student on only those selected aspects of the performance that appear to be successful. The space provided for the comments restricts providing the student with detailed information about his/her strengths and weaknesses.

Shanzu Teachers' College has been using a model which also restricts the supervisors to evaluate only those successful aspects and the format encourages 'postphonement" in that the tutor/supervisor has to wait until the end of the Entire lesson under assessment before the grade is circled. Unlike the Kenyatta University one where the profile has been rated from 1 to 10, the Shanzu type has only grades A to E. There was no particular criteria used for an objective grade mark. When interviewed about the format the secretary of the teaching practice committee acknowledged the weakness and produced the new one to be followed and used hence forth. The New format is on appendix 4. The format originally used is as in the next page.

SHANZU TEACHERS' COLLEGE

LESSON ASSESSMENT FORM

NO........

NAME OF TRAINEE....................NAME OF SCHOOL........
COLLEGE CLASS..............SCHOOL CLASS..................
SUBJECT..................TIME..........DATE............

1. PREPARATION

a) Schemes and References..................................
b) Lesson Plan...
c) Teaching aids...
d) Aim of the lesson.......................................

2. INTRODUCATION

3. PRESENTATION

a) Knowledge of subject and initiative.............
b) Method..
c) Questioning Technique and imagination...........
d) Language............. Speech Pronounciation.....
Clarity pace pitch/variety.........................
e) Blackboard work/use of Teaching Aids.............
f) Contact with children/Responsiveness/Control.....

4. APPLICATION

a) Pupils work.....................................
b) Organization and Group work.....................

5. CONCLUSION/RECAPITULATION..........................

6. ACHIEVEMENT OF AIM.................................

7. GENERAL REMARKS....................................

Note to the students: See your Tutor for necessary explanations and further advice.

Date.................... Signature of Supervisor..........

Circle the appropriate letter with equivalent marks in the box. A A- B+ B B- C+ C C- D+ D E

Looking at various Assessment forms used in various colleges for determining a teachers competence, it can be deduced that the teachers effectueness does not preparing lessons, and marking papers or any other emerging activities in the school. A good teacher is equated to a good person. It is because of this that at various Assessment techniques and give recommendations.

Before any Nature of lesson is assessed it is very important that the supervisor should not restrict his attention to teaching procedures and techniques. He/She should also take into consideration the personal factors ranging from the appearance of the teacher in accordance with the schools expectations for the type of the teaching situation; the image he presents to the class, bearing posture, mode of address; whether all these are likely to inspire the respect and infidence, sympathy, firmness and this should be aged in the manner in which it promotes effective teacher-pupil relationships and interraction. The teacher also should be innovative enough. The Supervisor should check if the teacher attempts the Novel approaches whether he/she shows inventiveness and initiativeness and whether he/she adapts these to the prevailing situation.

"The standardford Teacher Competence Appraisal Guide" which is comprehensive for purposes of determing a teachers' competence.

MAJOR AREA	SPECIFIC ASPECTS	CLARIFICATION	WEIGHING OUT OF 100%
AIMS	1. Clarity of aims	The purposes of the lesson are clear	40%
	2. Measurability of aims	Their achievement is evaluatable	
	3. Appropriateness of Aims	The aims are neither too easy nor too difficult for the pupils. They are appropriate and acceptable to the pupils	
	4. Achievement of Aims	Have the aims been accomplished in full or only partially.	
PLANNING	5. Organization of the lesson	Individual parts of the lesson are related to each other in an appropriate way.	20%
	6. Selection of content	The content is appropriate for the aims of the lesson	
	7. Selection of Materials	The instrucional materials used are related to contents and method of instruction.	
	8. Beginning of lesson	Pupils come quickly to attention. They direct themselves to the task to be accomplished.	40%

MAJOR AREA	ASPECIFIC ASPECTS	CLARIFICATION	WEIGHING OUT OF 100%
PERFORMANCE	9. Clarity of Presentation	Content of the Lesson is understandable	
	10. Pacing of the Lesson	Movement from one part of the class to the other in order to draw the attention of pupils	
	11 Teacher-pupil Report	The relationship between the teacher & pupils is harmonious.	
	12. Use of Evaluation	The teacher devices and uses adequate variety of procedures both formal and informal for Instructional aims progress.	40%
	13. Use of Evaluation	The Results of the Evaluation are carefully reviewed by the teacher and the pupils for improving Learning/Teaching.	
	14. Ending of the Lesson	The lesson is ended when the pupils have achieved the aims of instruction. There is adeliberate attempt to tack together the planned and chance	

MAJOR AREA	ASPECIFIC ASPECTS	CLARIFICATION	WEIGHTING OUT OF
		Events and to relate them to the immediate and long range aims of instructions.	

Besides looking at the techniques used for the Assessments it is also important to look at the teacher training program. In the questionnaires comments have been made on this. Teacher Education in Kenya is organized in phases; the first phase is the foundation phase in which the trainee is expected to demonstrate the mastery of the basic knowledge pre-requisite to the development of instructional and non-instructional competencies; the second phase is the Laboratory phase in which the trainee is expected to demonstrate the ability of instructional and inter-personal competencies under simulated classroom conditions; thirdly the practicum phase in which the trainee has to demonstrate the ability of instructional, in the actual classroom situation.

In Kenyan Colleges, the initial foundation phase started in the month of May. The recruited students through interviews report to their respective colleges. During the first term, the instructors provide the students with the basic academic knowledge matched hand in hand with the provision of skills (Methodology). The student is expected at the end of the first term to have mastered the basic insturctional knowledge in that he/she must have known enough about his students to understand their response and he must have sufficient technique to be able to satisfy the classroom pupils desire to learn. The instructors try to put emphasis on child development and the process of learning. In Professional studies, they are also taught some administrative and management tasks to prepare them for their role as persormers of non-instructional tasks.

During the second term which starts at the end of August, the trainess must demonstratecompetency in effecting appropriate outcomes in pupils under simulated classroom conditions before they are allowed to assume this responcibility under the real life conditions. This phase can be summarized as follows:-

PHASE I — ACQUISTION OF KNOWLEDGE

Skill description and Analysis

Skill demonstration

PHASE II — ACQUSTION OF SKILLS

Preparation of Micro- Lesson

Teaching of Micro-Lesson

Evaluation of Performance

PHASE III — TRANSFER OF SKILLS

Intergrated SKILL PRACTICE

T. P.

Each of the skills learned by the student is followed by an Evaluation guide. This servès as a guide for the group members to judge their colleagues performance and to keep their comments relevant and constructive. It is important for improving their own performance.

3:1 TOOLS OF INVESTIGATION:

The research involved travelling to various schools meeting Head teachers and members of staff see appendix A. The concentration was mainly at the Coast-Province of Kenya. Having obtained formal permission from the Provincial Basic Inspector of schools see appendix 2, a total of Eighteen schools were visited.

The major tools used for investing the teachers competence were questionnaires. The first type of questionnaire entitled "Teacher competence Evaluation Questionnaire; see appendix 5, was directed particularly to those teachers who had just completed their course at College. In Section I they were expected to Rank the main difficulties they may have experienced during their final Teaching Practice. A check List of ten difficulties were given ranging from class control, methodology and use of teaching Aids as well as Relationship with their Assessors. In part II they had to fill in the blanks using the words provided. In Section III, they had to select the correct Letter a,b,c,d,e, and lastly they had to give their own opions. A total of one hundred teachers answered this questionnaire.

The Second type of questionnaire was directed to the first year students. It was meant mainly to discover the problems they faced during their first teaching practice, the subjects they found difficult to teach and what they liked or didnot like about Assessment, see appendix 6. This questionnaire was answered by over one Hundred students.

The third category of questionnaire was for the External Assessors, Supervisors and Internal Assessors see Appendix 7.

It was mainly filling in the blanks, getting their views in relations to studentspperformance, their years of experience in the job and their preference in assessment. Only five External supervisors attempted the questionnaire on grouds that External Supervision is confidential.

The fourth model of questionnaire was for the second year students - getting their views and reactions to the types of supervisors and Assessors they had. See Appendix 8.

Besides the use of questionnaires, Lesson observations were conducted in the schools visited. In each of the schools an attempt was made to supervise lessons of teachers with P1 Qualifications and those of P3 qualifications and finally the lessons of the untrained teachers were seen.

Interviews were conducted with Heads of Institutions on a wide range of topics about Inspection and supervision of the schools and of the teachers competence. The T teachers were also interviewed at Random. Some Heads of colleges were also interviewed on the major problems facing their colleges on supervision, Assessment and Evaluation.

The students at Shanzu College were given to write out in an Essay form what they felt were the major problems they faced during the teaching Practice.

The design of the study was geared toward finding solutions to ways and means of improving supervision, Assessment and Evaluation. It involved interpreting the information from the questionnaires and Interviews. The survey carried out on both supervisors and student trainees is synthesised for improved techniques and strategies. The Survey carried out on both Supervisors and student trainees is synthesized for improved techniques and strategies. The study therefore comprised descriptive analysis and action survey of the prevailing situation.

The data obtained from the questionnairer was analysed by the use of frequency table in that for cases of letter selection the number of each selected item is counted against the number of people who selected it. On the structured questions the problems encountered were taken in order of similarity. The Essay answers were also selected on similarity grounds.

3:2 DESCRIPTION OF THE FIELD WORK UNDERTAKEN

The field work for this study commenced on 10th May, 1982. It involved travelling to schools far and Near to gather first hand information and feelings of the teachers as concerns supervision, Assessment and Evaluation.

The choice of the schools to be visited was based on the category of the school. Schools in town were visited but the majority of schools visited were those in Rural areas. The rural schools visited were those at Taita/Tavetta District a distance of over two Hundred Kilometres from Mombasa town. The aim of this was to obtain comparative results from the 2 categories of teachers. The visits to schools took the whole week. As cited out in the Limitation of study some Heads of schools felt uneasy in that they feared that there schools were being inspected. They were to be encouraged on the significance of the study.

The findings took the whole month of May which involved staying out of the working station.

By and by maximum co-operation was obtained from the teachers see Appendix 5.

CHAPTER FOUR

RESULTS, FINDINGS AND CONCLUSIONS

4.0 FINDINGS:

The major problems in Supervision, Assessment and Evaluation of competence of teacher trainees as found in the findings include:

ACADEMIC PROBLEMS:

The present method of admissions to colleges does not take into consideration the qualification of students during the selection for enrolment. The only criteria which is used is the rationale of excellencia. Division I, Division II and Division III. This causes a major set back in that the students are compelled to take all the subjects in the teaching Practice. There is no consideration on the allocation of subjects during the Teaching Practice. The majority of students interviewed confessed that they had never done such subjects like Kiswahili, Home Science and some even science when they were at school. The result obtained by the student in a subject at Form four level is not taken into consideration. One may have obtained "Grade G" which is a fail grade but he is compelled to teach such a subject. There are also some who may have failed in both science and History and Geography and are therefore short of both Science and Social studies subjects.

On the dificulty of teaching subjects as indicated in the students questionnaires, out of one Hundred students who answered the question, 38 said social Science were

...../50

difficult to teach, 49 said sciences were difficult to teach 10 said creative Arts were difficult to teach 3 of the students said all the subject categories were difficult to teach. The majority who said that science was difficult to teach gave the reason that they had been poor in science at school. Those who selected social studies said that, subjects like Religion were difficult to involve students into activity. Those who chose creative Arts also said they had never done such subjects as fine Art, Music or Home Science when they were at school.

Colleges like, Shanzu and Mosoriot Teacher training colleges which admit the P3's and recently the P4s have a very serious language problem among the students. These are students who have just left standard seven or form two and because they come from Remote areas they are admitted colleges. These students are bankrupt in language. "It is the government policy", said one Head of institution to admit students from remote areas quantitatively. The following data helps to exemplify further on the admission rates. The statistics illustrate the Nature and variations in Educational attainments and hence the variations in Edauctional needs.

The figures are derived from the certificates submitted by the students in 1980/1981 general class at Shanzu Teachers College.

GRADE	KJSE	DIV. IV	DIV. III	DIV. II	DIV. I	A LEVEL	TOT
No.of Stu-	61	40	[illegible]	37	[illegible]	2	[illegible]

GRADE MATHS	NO. GRADE	KJSE F.	KJSE Ps C	KJSE Cr. A&B	EACE F. 9	EACE P. 7&8	EACE Cr. Or Better
No. of Students	10	12	24	25	158	96	91

ENGLISH GRADE	NO. GRADE	KJSE F.D	KJSE Ps C	KJSE Cr. A & B	EACE F. 9	EACE Ps 7&8	EACE Cr. or better
No. of Students	6	8	32	21	55	191	104

SCIENCE GRADE	NO. GRADE	KJSE F. D	KJSE Ps C	KJSE Cr.	EACE F. 9	EACE Ps 7&8	EACE Cr. or better
No. of Students	18	9	36	16	37	144	157

YEAR OF EXAM	1970	1971-1973	1974-75	1975-76	77	78	79	TOTAL
No. of Students	12	60	65	41	95	115	129	417

SOURCE: SHANZU TEACHERS' COLLEGE ANNUAL REPORT 1981

Admissions to other colleges were as follows:

ENTRANTS INTAKE 1981

COLLEGE	TOTAL	MEN	WOMEN	P1	P2	P3
[illegible]	397	250	147	386	11	-
[illegible]	277	164	113	277		
[illegible]	254	147	107	254		
[illegible]	182	63	119	182		
[illegible]	327	173	154	327		

Kagumo	469	295	194	469		
Mosoriot	643	298	345	420	143	80
Kainosi	404	214	190	404		
Eregi	449	294	155	449		
Siriba	553	360	193	521	32	
Asumbi	416	256	160	403	13	
Kisii	172	164	8	172		
Kagamambo	70	47	23	69	1	
Kericho	404	220	184	404		
Egoji	310	186	124	248	43	20
Meru	143	98	45	143		
Shanzu	329	196	133	271	44	14
	5,799	3,369	2430	5399	286	114

SOURCE: SHANZU COLLEGE ANNUAL REPORT 1980/1981

Looking at those admission distributions it can be clearly noted that the academic problem is varied from college to college. While some colleges admit people with KJSE and certificate of Primary Examination Result (CPE) Others admit purely the East African Certificate of Education students. During Assessment this is not taken into consideration.

TABLE (4)

ADMISSION FOR 1981/1982 AS DERIVED FROM CERTIFICATES

QUALIFICATIONS	YEAR	MALE	FEMALE	TOTAL
E.A.C.E.	1	2	1	3
	2	1	-	1
EAA.C.E.	1	243	118	361
	2	147	78	225
K.J.S.E.	1	33	18	51
	2	22	4	26
C.P.E.	1	18	10	28
	2	3	-	3
TOTAL		469	229	698

....../53

Looking at the performance of those students in various Envolment groups the following results were obtained.

TABLE (5)

E.A.C.E.

COLLEGE	ENTRY	P1	P2	P3	REF%	FAIL	PASS.
Thogoto	132	50.8	31.1	6.8	8.3	3.0	88.7
Kilimambogo	130	50.8	29.2	8.5			
Eregi	230	53.5	28.3	5.7	11.7	0.8	87.5
Kagumo	163	56.4	23.3	6.1	12.9	1.2	85.8
Machakosi	182	48.9	24.7	8.8	15.4	2.2	82.4
Egoji	167	40.0	28.0	14.0	12.0	6.0	82.0
Shanzu	159	38.4	33.3	8.2	19.5	1.0	80.0
Asumbi	160	44.4	23.7	11.3	18.1	2.5	79.4
Kaimosi	189	41.3	29.1	7.9	19.0	2.6	78.3
Mosoriot	181	33.7	24.3	16.0	20.4	1.7	74.0

TABLE (6)

K.J.S.E.

COLLEGE	ENTRY	P1	P2	P3	Ref%	FAIL	PASS
Eregi	84	25	25	14.3	27.4	8.3	64.3
Thogoto	115	18.3	28.1	14.8	28.7	9.5	61.8
Kilimanbogo	48	12.5	20.9	20.9	23.8	23.8	54.3
Machakos	79	17.7	21.5	13.9	30.4	15.5	53.1
Kagumo	65	13.9	24.6	12.3	32.3	16.9	50.8
Kaimosi	60	11.7	21.6	16.6	25.6	25.6	49.9
Egoji	42	9.5	14.3	21.5	35.7	19.0	45.3
Shanzu	43	4.7	11.6	27.9	20.9	34.9	44.2
Asumbi	53	3.8	11.4	15.2	26.3	43.3	30.4
Mosoriot	64	6.2	62	12.4	31.3	40.6	25.0

....../54

A critical look at the above enrolment figures and the subsequent Evaluation results of grading the teachers competence academically and professinally clearly reveals even those who withdraw from examinations like expecting mothers, mental cases, and other accidents are reckoned as failures. This of course affects the final grade for the respective college and thus produces inaccurate results and to the detriment of the establishment in question.

Looking at the admissions of the EACE and KJSE students to college, it is clear that these are not identical in attainment. Colleges like Eregi had 84 students with KJSE and 230 EACE. 87.5% of the EACE students proved the compentence where as 35.7% of KJSE failed their Examination.

The Teaching Practice for all students is Equally Evaluated and until recently even the final Examinations were equally tested. This has the disadvantage in Language, academic attainment and even confidence.

The following colleges didnot provide their information on KJSE and EACE and the statistics are based on the total Entry.

COLLEGE	ENTRY	P1	P2	P3	REF%	FAIL	PASS
Highridge	96	34.4	25.6	14.6	15.6	9.6	74
Siriba	382	?	?	?	13.6	7.1	73.3

THE 1978 SUMMARY RESULTS

TABLE (7)

COLLEGE	QUALIFIED	FAILED
Eregi	80	20
Meru	77.4	22.6

..../55

COLLEGE	QUALIFIED	FAILED
Thogoto	75.4	24.6
Kagumo	75.1	24.9
Kilimambogo	74.8	25.2
Highridge	73.8	21.2
Machakos	72.4	27.6
Kamwenja	71.5	28.5
Kericho	70.8	29.2
Kaimosi	70.7	29.3
Egoji	69.9	30.1
Shanzu	69.0	31.0
Siriba	67.9	32.1
Asumbi	64.7	35.3
Kigari	63.3	36.7
Kisii	61.1	38.9
Mosoriot	52.2	47.8

Another factor which has tended to affect the competence of some teachers is the age at which they are admitted to the colleges and their Experience in the teaching. Some may have taught for long periods of time where as others do not even have a sigle experience of the real classroom situation. The following age entrants were obtained from Shanzu College.

DISTRIBUTION OF AGE OF STUDENTS

AGE YEARS	19	20	21	22	23	24	725	TOTAL
1st Years	-	25	60	77	80	88	59	289
2nd Years	-	18	37	50	59	81	64	309
TOTAL	-	43	97	127	139	169	123	689

	DISTRIBUTION OF AGE OF STUDENTS						
YEARS	NIL	1	2	3	4	MORE 5	TOTAL
1ST YEARS	66	83	24	89	77	50	389

Usually on admission, those students without experience carry little confidence as compared to their compariors who boast of rich years of Experience. During supervision and assessment this factor is not taken into consideration which tends to be a weakness in that people without any experience may have problems with class control and lack personal confidence. In the Interview, the ill-experienced complained of lack of ability to control the class.

Following the interview with on Principal of a teachers he lamented that his college has been performing poorly for the last 3 years. He complained of a large number of subjects (13) that were to be covered thoroughly with 4 terms. Teaching Practice is given only one term and another term is wasted by the delayed recruitment of students. He also complained that the colleges internal assessment is completely ignored in the final analysis. The Principal insisted that in order to Evaluate the competence of the teacher properly practical subjects like Music, P.E., Art/Craft and Domestic (Home) Science, could be practically examined internally on a continuous basis. On the teaching Practice he lamented over the little grant of 79 per student per year for tuition which is grossly inadequate for a trainee to be fully prepared as a teacher. There is also Limited E.T and T to enable the tutors and a assessors to do extensive supervision.

....../57

On Course content of fered in Colleges, the Heads of Institutions have complained that the present programmes for the teachers call for teacher-trainees to teach all the subjects in the Primary School Curriculum. The result here is that teaching all subjects at a wide range for Educational theory tends to fragment and over crowd the course. The student-trainee therefore has little time to develop personal talents and interests. If as most tutors suggest a three year programme is introduced it would be easier to reduce the number of single periods on the college time table. With the extension of time, it will be possible to teach all the subjects in the Primary School.

Tutors interviewed about the duration of the training program said that they have ended up merely spoon feeding the students. They said that this is because the syllabus is to be covered due to pressures of External Examinations and External supervision and Assessment of students competence. Tutors admit that they therefore have to resort to such methods as note-taking, dictation, talk and chalk, keeping away from the innovative methods which may prove to be a cause of mass indiscipline by the students.

The tutors lamented that it is because of the crowded programmes and the course content that the students were not oftennwell prepared for Teaching Practice. Combing the major problems of academic achievement course content and the large numbers of subjects taken, the figures below will help to illustrate the students. The colleges are arranged with those with the Highest mean score. The raw figures are on the Basis of passes, Referrals and failures.

....../58

TABLE (8) 1979

SUBJECT	HIGHEST MEAN SCORE	SHANZU	DEVIATION	POSITION
T.P.	65.25 (Kaimosi T.T.C)	61.05	4	17
Prof. Studies	56.73 (Machakosi TTC)	51.21	5.52	17
Eng. Language	65.2 (Thogoto)	62.92	2.28	8
Swahili	52.31 (Kigari)	50.73	1.58	3
Science	43.86 (Machakos)	39.64	4.22	8
Agriculture	51.44 (Eregi TTC)	47.44	4.00	11
History	42.46 (Machakos)	36.61	5.85	3
Georaphy	48.43 (Eregi TTC)	45.49	2.94	11
R. E.	63.68 (Kagumo TTC)	57.77	5.91	4
Music	60.62 (Kisii TTC)	57.16	3.44	3
HE/PE	67.34 (Eregi TTC)	61.39	5.95	12
Art	46.77 (Machakos)	46.66	0.16	2
Home/Science	46.82 (Machakos)	44.75	2.07	6
Mathematics	52.64 (Kagumo)	48.73	3.91	10

ACTUAL PERFORMANCE OF SHANZU T.T.C. 1979

SUBJECT	GR I	2	3	TOTAL CRED	PASS	R	F
Teaching Practice ([illegible])	1	11	54	66	152 97.7	5	-
Prof. Studies ([illegible])	4	22	68	94	103 88.3	19	7
English ([illegible])	9	34	72	115	86 91.0	12	6
Swahili	16	43	57	116	73 85.1	14	19

....../59

Science (223)	4	36	81	121	60	81.1	26	16
Agriculture (223)	9	27	67	103	90	86.5	17	13
Geography	1	31	76	108	72	80.7	28	15
History (223)	5	46	64	115	65	80.7	28	15
R.E. (222)	16	31	67	115	92	92.7	6	10
Music (223)	13	38	93	144	50	8.2.6	12	17
HE/PE (223)	2	26	56	84	114	88.7	17	8
Art (223)	13	66	78	157	50	92.8	11	5
Home Science (221)	3	45	62	110	78	85.6	19	14
Maths (223)	9	34	80	123	68	86.3	6	25

OVERRALL FIGURES OF PERFORMANCE

SHANZU TEACHERS COLLEGE

PASSES			REFERRALS				FAILURES	
NO	NOo/o	NO	NO	NOo/o	NO	NOo/o	NOo/o	NOo/o
1978	1979		1978		1979 224			
P1 63)	89	39.7)						
P2 58	76	33.9 77.2						
P3 25)	8	33.6)	40	19.8%	41	18.3%	16	7.9%

SOURCE: SHANZU COLLEGE

ANNUAL REPORT 1978/1979

From the above figures it can be noted that Teaching Practice History and Science had very low marks.

....../60

THE CHALLENGES OF CROWDED PROGRAMME

The rise in the enrolment of students in the colleges has been accompanied by the extension of the curriculum.

During Teaching Practice, the Practicing teachers usually have teach all the sbjects which are divided into two groups. In Shanzu the groups have been as follows:

LOWER PRIMARY

GROUP A GROUP B

STANDARD ONE AND TWO

SUBJECT	NO OF PERIODS	SUBJECT	NO OF PERIODS
Maths	6 periods	1. English	7
Kiswahili	5 periods	2. Science	4
Mother tongue	5 periods	3. Art/Craft	2
P.E.	5 periods	4. R.E.	5
Music	1 peridd	5. Music	1
Total	22 periods		19 periods

STANDARD III
SPECIAL CASE

GROUP A	NO OF PERIODS	SUBJECT	NO OF PERIODS
Maths	6 Periods	1. English	6
Kiswahili	4 Periods	2. Science	3
Mother tongue	5 Periods	3/ History	2
R.E.	3 Periods	4. P.E.	5
Geography	3 Periods	5. Art/Craft	2
Music	1 Period	6. Music	1
	22 Periods		19 periods

NB: As this New Time - table does not specifically offer Reading and Writing, it is suggested that these basic skills should be taught during mother tongue periods. The Head-teachers of the affected schools are usually requested to help and co-operate.

UPPER PRIMARY

GROUP A	NO. OF PERIODS	GROUP B	NO. OR PERIODS
Maths	8	1 English	10
Geography	3	2 Science	4
Kiswahili	4	3 Home science	2
Art/Craft	2	4 History	3
Domestic Science	2	5 R.E	3
P.E.	3	6 MUSIC	1
Music	1		
Total	23		23

NB: If a student is posted to a boys school where Domestic Science is not offered on the time table, He/She is permitted to take four periods of Art/Craft.

The official allocation of this Time Table per subject per week for lower Primary Primary i.e. standard 1 & 2 is as follows:

SUBJECT	HOURS PER WEEK	PERIODS PER WEEK
Mother tongue	2½	5 of 30 Min. each
Mathematics	3	6 of 30 Min. each
English	4	5 of 30 min. each
P.E.	2½	2 of 45 min. each
Kiswahili	2½	5 of 30 min. each
Art/Craft	1½	5 of 30 min. each
R.E.	2½	1 of 30 min. each
Science	2½	1 of 45 min. each

STANDARD 3 SPECIAL CASE

Mother tongue	2½	5 of 30 mins. each
Maths	3	6 of 30 mins each
English	3½	4 of 30 mins each
P.E.	2½	15 of 30 mins each
Kiswahili	2	54 of 30 mins each
Art/Craft	1	42 of 30 mins each
Music	½	1 of 30 mins each
R.E.	1½	3 of 30 mins each
Science	2¼	3 of 45 mins each
Geography	1½	3 of 30 mins each
History	1	2 of 30 mins each

From the above figures/statistics it is evident that whether a student falls in group A or Group B, the difficulty of teaching that particular group of subjects or may be lack of adequate facilities manly teaching apparaturs may not be available. During the research conducted the majority of students complained of Group B in lower primary for the difficulty of obtaining teaching aids for R.E lessons. Some have also complained of the luck of activities to be incorporated in the teaching of Religion Education.

The supervisors on the other hand acclaim that R.E. is the most poorly taught subject. The students do not state objectives which are behavioural and Easily achievable, e.g. one student in his lesson plan stated: "The power of God must be felt by the pupils"

On the teaching of Home science the majority of Boys interviewed rolled it very low. The women favoured the subject in that they felt it was practical enough and provided full pupil participation. The boys complained

......../63

of inacurracy in obtaining the exact results.

The supervisors interviewed on the grouping of the subject felt generally that the students should be given priority to select the subject they like. But other local assessors complained that if this is done the students may not at all select some subjects to teach!

AT PRESENT ALL STUDENTS AT COLLEGES ARE COMPELLED TO TAKE THE FOLLOWING SUBJECTS.

History
Geography
Science
Mathematics
Art/Craft
Physical Education
Kiswahili

Education
Religious Education
Home Science
Agriculture
English
Music

SUBJECT NAME	INDIVIDUAL SUBJECT PERIOD	GROUPED SUBJECT PERIODS
Professional studies	12	12
Languages		
a) English	5	8
b) Kiswahili	3	
Sciences		
a) Maths	4	
b) Science	8	
c) Agriculture		
[illegible]		
a) H/Sc. & Crafts	3	
b) P.E. & Health Ed.	3	

CULTURAL SUBJECTS		
a) Art/Craft	2	4
b) Music	2	
Total	45	45

COMPARISON OF GROUP A AND GROUP B SUBJECTS DURING FINAL TEACHING PRACTICE

LESSON	1	2	3	4	5	6	7	8	9
TIME	8.10 8.50	8.50 9.30	9.30 10.05	1005 1030	1030 1105	1105 1140	1140 1215		
Monday	Maths	Geog		B	Maths				
Tuesday	Maths	Ksw.		R	H/Sc.	H/Sc.	R.E.		
Wednesday	"	Geog		E	Maths	R.E.			
Thursday		Maths	Ksw.	A	Maths	R.E.			
Friday	Maths	Ksw.		K	Geog.	Music			

Name of students.....................

Index Number .....161.2005............

Practising School..Shariani............

Subject Group.........................

Class....IV Green.....................

Periods per week ....21......

College Class ....2XA..........

...../65

GROUP A 2 YELLOW

Lesson	1	2	3	4	5	6	7	8	9
TIME	8.10 8.40	8.40 9.10	9.10 9.40	9.40 1000	10.00 10.10	1030 1100	1100 1130	1130 1200	1230 1230
Mon.	Writ.		Ksw.		B		Maths		RE
Tue.	Maths		Ksw.		R		Writ.		RE
Wed.	Maths		Ksw.		E		Music		RE
Thur.	Maths		Ksw.		A				RE
Fri.	Maths		Ksw.		K		Maths		RE

GROUP B 5 G.

Lesson	1	2	3	4	5	6	7	8	9
TIME	8.10 8.50	8.50 9.30	9.30 1005	1005 1030	1030 1105	1105 1140	1140 1215		
Mon.	Maths		H/Sc	B	Hist.	A R T			
Tues.	Maths		P.E.	R	Maths	Musi	Hist.		
Wed.	Maths		Maths	E	Sc.				
Thurs.	Maths		P.E.	A	Maths		H/Sc.		
Friday	Maths		P.E.	K	Science		Hist.		

GROUP A III G

Lesson	1	2	3	4	5	6	7	8	9
Time	8.10 8.40	8.40 9.10	9.10 9.40	9.40 1005	10.05 10.30	1030 1100	1100 1130	1130 1200	1200 1240
Mon.		Eng.		P.E.	B	Sc.		Eng.	
Tue.		Eng.			R	Music-His			
Wed.		Eng.		P.E.	E	Sc.		Eng.	
Thur.		Eng.			A	Hist.		Art/Craft	
Fri.		Eng.		P.E.	K	Sc.		Eng.	

GROUP B (6B)

Lesson	1	2	3	4	5	6	7	8	9
Time	8.10 8.50	8.50 9.30	9.30 1005	1005 1030	1030 1105	1105 1140	1140 1215		
Mon.	Maths		Geog.		Maths		Ksw.		
Tue.	Maths		R.E.		Maths		Ksw.		
Wed.	Maths		Ksw.		Geog		R.E.		
Thur.	Maths		Ksw.		Music	H/S	H/Sc.		
Fri.	Maths		Geog.		Maths		R.E.		

Looking at the time tables above the following information is evident.

All students in Group B who taught R.E. preferred to have their lessons after 11.40 ie. during the last lesson before Lunch. During the Interview most of them felt that they didnot want to be caught up by the supervisors as they usually go to the schools in the morning hours, teaching R.E. others complained of lack of adequate teaching aids.

The majority of students preferred to have maths as the first lesson. Interviewed they said that Maths has plenty of Teaching Aids and is more practical as it involves little talking. When asked about such subjects like Music, the students prefered to have them before R.E. that is during the 2nd last period "to warm the students up before they go to sleep" one said.

Before assessing the lessons, the supervisors should always take close look at the timetables are try to discover why

..../67

some lessons are concetrated in the morning and others in the afternoon others last on Friday during the last period!

1980/1981 comparison of Results between various assessors. The Names of the students involved have been withdrawn.

FIRST T.P.		2ND T. P.		3RD T. P.		FINAL
GRADE	MARKS	GRADE	MARKS	GRADE	MARKS	GRADE
1.C C	55	C-	54	B-	65	B- 65
2. C-	54	D+	48	C	59	C 59
3. C-	53	C+	61	C+	64	C+ 64
4. C-	59	C	56	C+	60	C+ 61
5. C-	50	C+	62	B-	67	B-67
6. C	55	C	57	C	58	C.58
7. D+	49	C+	64	B-	66	B- 66
8. C	57	C	56	B-	66	B- 66
9. D+	48	C	55	C+	63	C+ 62,
10. C+	61	C+	60	B+	75	B+ 75
11. C	57	C+	63	B-	66	B+ 65
12. D+	48	C+	59	B-	67	B- 67
13. C	57	B-	66	B-	65	B- 65
14. C+	63	C+	63	B	70	B 70
15. C	56	C	58	B-	65	B- 65
16. C+	61	B-	66	B-	68	B- 68
17. D+	45	D+	40	C-	51	C- 51
18. C	55	C	58	C+	66	C+ 64
19. C	54	B-	67	B-	57	B- 57
20. C	57	B-	67	C+	62	C+ 62

....../68

1981/1982 RESULTS

STUDENTS NAME	GROUP	COLLEGE CLASS	T.P. CLASS	NO. OF TIMES SEEN	ACT. AVERAGE	RECCOMMENDED
	B	2XD	2Y	7	$75\frac{6}{7}$	76
	B	2XA	4G	7	$66\frac{3}{7}$	67
	B	2XH	III G	7	$73\frac{2}{7}$	74
	A	2XH	II G	7	$72\frac{4}{6}$	73
	A	2XH	III B	7	$79\frac{4}{7}$	80
	A	2XD	V G	7	$71\frac{1}{4}$	72
	B	2XD	1Y	7	$57\frac{1}{7}$	57
	B	2XF	VB	7	$63\frac{3}{4}$	64
	A	2XF	2B	7	$76\frac{3}{7}$	77
	B	2XE	4Y	7	$46\frac{2}{7}$	47
	B	2XE	VY	7	$53\frac{4}{7}$	54
	A	2XA	4B	7	$64\frac{3}{7}$	65
	A	2XB	2A	7	$74\frac{2}{7}$	74
	A	2XB	3Y	7	$77\frac{3}{7}$	77

Looking at the sample results of 14 students teaching at Shariani, Tiwi, Kizurini and Mwandaza Primary Schools at Coast Prov ince, it can be identified that the students in Group A subjects tended to perform better than those in Group B especially in the Lower Primary where Music, P.E., Kiswahili, Maths, and Health Education were taught. It is evident therefore from the above that the restriction of teaching subjects in Groups contibutes to a students performance.

.../69

Looking at the final Results of 1979 out of 223 students the Actual performance was as follows:

Subject Grade	1	2	3	Credit	Total	Pass %	R.	F.
Practical Teaching	1	11	54	66	152	97	7	5

Compared to 1976 out of 249 students 247 passed I were referred and 2 were failed. During Supervision, Assessment and Evaluation of the students performance one of the factors that is never taken into consideration is the academic attainment of the student so that in a format used by the colleges on Presentation.

3: PRESENTATION

a) Knowledge of subject and initiative..................
b) Method..
c) Questioning technique and imagination................
d) Language...
speech pronounciation...............clarity...........
.............pace, pitch/variety........................

Among the practicing-teachers who completed their training last year, the majority who answered the questionnaires lamented that lack of facilities in colleges contributed to their poor performance during the teaching Practice. In most colleges in Kenya today, the Learning Resource Centres meant to be for the provision of learning/teaching facilities are either under construction or are being planned for. Lack of Libraries makes it even more difficult for a practising-teacher to adequately prepare himself for the teaching. This makes it difficult for students to develop their academic interests and their inclinations are futile. In Primary School the Kenya Institute of Education is introducing basic changes in approaches quite often in Mathematics,

..../70

English and Science. In the teaching of English or any other Language efficiently, Language Laboratories are necessary for teaching communication skills. There is no college in Kenya with such facilities. When the Students go out for teaching practice, they find that they have hardly corrected their pronounciation errors in communication. When the supervisors assess such students no consideration is given to that lack of facilities. One of the students commented that when he was being assessed by a European man, this man criticised his lesson for poor pronounciation.

Supervisors and Assessors when Evaluating the students competence in language especially communication must take into consideration lack of facilities. Here is a table showing the Availability or non availability of facilities in individual colleges.

AVAILABILITY OF LEARNING RESOURSES & FACILITIES

NAME OF COLLEGE	LIBRARY	L.R.C.	T.A.C.	LANG LAB
Thogoto	✓	×	?	×
Siriba	✓	✓	✓	×
Machakosi	✓	?	?	×
Kigari	✓	✓		×
Meru	✓	✓		×
Shanzu	✓	?✓	×	×
Eregi	✓	✓		×
Kaimosi	✓	✓		×
Mosoriot	✓	✓		×
Kericho	✓	✓		×
Highridge	✓	✓		×

Kisii	✓	✓	✓	✗
Kagumo	✓	?		
Kamwenja	✓	✓		✗
Egoji	✓	✓		✗
Kilimambogo	✓	?		✗
Asumbi	✓	✗	✗	✗

LIMITED AVAILABLE TIME

In the Teacher Training Colleges the Practicing teachers have time duration of six terms equivalent to 2 years. First year is usually spend on normal academic work and professional program is followed. Some colleges like Shanzu College put students on Practical teaching during the 3rd term of first year. Such colleges do not teach their colleges for one year, so that sutdents do little academically. The teaching Practice usually takes 12 weeks for the whole season of 2 years, divided into 4:4:4 weeks.

The academic and at the same time the busy season of preparation for Teaching-Practice affects the students perfomance. Some people have advocated for the Extension of training time to be three years which would be appropriate so that 2 years are spent on Academic work and one year for professional training and Practical teaching.

Looking at the crowded program of activities, the non-formal activities popularly known as co-curricula activities such as sports, games, athletics, Drama, Music, Art/Craft Exhibitions, all make the days timetable so crowded for both students and teachers that the Practicing - Teacher won't even have adequate time for preparing his lesson plans, schemes of work before the next days teaching. Even the

.../72

Supervisers/Tutors involved in these activities don't have adequate time for consultations with their students.

The Curriculum to be covered is extensive and this explains the reason why some Tutors resort of Tutor-centres strategies of Teaching order to cover the syllabus.

Another discovery found out during the Research was the need to have qualified and frequently in-serviced supervisors. In order to train a well balanced teacher, the staff at colleges who prepare students should have majored in a subject area plus a subsidiary subject. The same should apply to all supervisors for colleges unlike secondary schools have a more diversified role to play:-

a) Professional training
b) Academic alleviation.

One Head of institution interviewed, suggested that the Ministry of Education in conjuction with Teachers Service Commission should recruit graduate staff rich with experience to teach and supervise in colleges. At the present time the staff in colleges is still composed of S1 teachers, an equivalent of Diploma teachers. The same Head of institution lamented that sometimes the Teachers service commission does-not even consider the calibre of the existing tutors in colleges before porting more. He said that it is possible to find ina college two tutors taking fourly lessons in Geography, or six tutors taking 6ne hundred and twenty lessons in English and yet at the same time they are expected to supervise and Assess the student-teachers. It is partly because of this over load on the side of tutors that supervision of trainees is roughly done. Below is data table showing the distribution of tutors.

YEAR	1978	1979	1980	1981	1982
Graduate M.A. (M. Ed.)	3	2	3	3	5
Graduate B. Ed.	28	26	30	32	33
Graduate B.A.	4	3	2	1	1
Approved Teachers	2	2	2	1	1
S1	6	8	8	7	5

From the data it is clear that even graduates without knowledge of Education instruct in colleges and administer Supervision and Assessment of students. The Approved teachers are those who have been promoted from the S1 grade for their years of experience and for their hardwork.

It is important at this point to look at the procedures used for the selection of External Assessors and supervisors, who determine the final performance of student-teachers. A group of external supervisors are appointed yearly and the chief supervisor is appointed by the chief inspector of schools. According to one head of the institution the criteria used for the selection of Assesors is strictly confidential as directed in the letter from the inspectorate Ministry of Basic Education of 10th Novermber, 1981.

After interviews with verious Lecturers who have be External Assessors the following information was gattered, for one to be appointed an External Assessor he must be holding lecturing post or above.

The Lecturers selected should have the same standing as Inspectors of schools and should bear the same responsibilities as Inspectors. The people selected should be

...../74

reknown for their confidentiality in observation. The Same selected Lectures should be representatives of their colleges reputation. Those who entered colleges recently as tutors/Lecturers should be given several years of internal assessment experience before proving suitable. The Principals are strictly insturcted that those lectures whose Teaching Assessment have been unsatisfactory must not be selected as Assessors. Those lecturers selected as Assessors. Those lecturers selected should be ready to stay until the end of the Assessment season and they are not allowed to appoint representative.

Looking at the above selection criteria, it is evident that the selection of External Assessors is very much based on the grade status than the competence of thetutor, In colleges as one tutor put it, "there are some tutors who have served as Internal assessors longer than the Lecturers appointed." On the Assessors questionnaire Appendix 7 question 7, there were even some Assessors who had only taught for three years in a teachers college whereas there are tutors who have been in the field for ten years like one lady interviewed.

It is of interest to look at the course of action taken in the selection of Assessors.

All college Principals must draw a short list of potential assessment panel members based on the Reccommendations above. This duty is strictly restricted to the Principal himself and must not be delegated to any other person. One senior lecturer when interviewed about this said that this has tended to ruin the chances of some tutors in that sometimes one short listed in the list may be transfered to another college before the results are out. This makes it difficult for a substitute to be appointed in the same college especially in cases where the principal may be away from the college at the time of the need for a substitute.

After writing out the short list the Principal of the College must discuss with the Provincial Basic Inspector of Schools Ministry of Education over the names selected.

When one Head of institution was interviewed, he lamented that, Provincial Basic Inspectors are merely rubber stamps for they do not even know the tutors in the short list. The short list of selected Assessors and then sent by the Provincial Inspector to the Chief Inspector of schools Ministry of Basic Education. The chief inspector of schools has the prerogative of selecting the Assessors and notifies those selected.

The same line of Action applies to the Lecturers at the Kenya Institute of Education.

The Chief Inspector of Schools can appoint the Panel Chairman from other institutions like the Director of Kenya Institute of Education or the secretary of the Teachers Service Commission. The following isr designed sample of the selection form used for selection Assessors.

APPOINTMENT OF EXTERNAL ASSESSORS

Name..

Rank: Principal..

Deputy Principal...

Senior Lecturer..

Teaching Experience at College Level........................

....

....

....

....

Principals opinion on the suitability of the Lecturer as an External Assessor.....................................

....

....

Signed Principal...............

College........................

Primary Provincial Inspector of Schools..................

....

The majority of the tutors interviewed about the criteria of the selection of Assessors were of the opinion that the Principals are given too much power in that they have the prerogative of rejecting or accepting one or even victimize one Deputy Principal However said that they would like to select as many people as possible so that they can gain experience and be able to aid with the external Assessment.

Another problem with the Assessors is that they are not given enough time for some training. One Assessor said that all that they have is merely a pre-panel meeting the previous day before the actual assessment. This is why there are inconsistencies and sometimes unfairness in the Assessment.

In 1982 final Teaching - Practice held between 1st - Feb to 19th Feb, Shanzu college was scheduled for 8th Feb to 12th February and the distribution of Assessors was as follows. The chairman, senior Inspector of schools, thirteen Inspectors of schools, Two Lecturers from Kenya Institute of Education Nine lecturers from colleges.

In the Prepanel meeting the Assessors are provided with Practical Teaching Assessment guide. The Assessors are

.../77

expected to give letter grades to the student-teacher according to the 12 grades which are shown in the first column in the table below. The Assessor will first write the letter grades with the corresponding percentage in the tables.

After which the grades will be passed to the chairman of the Panel of the Assessors for recording on the Practical Examination Result sheet for the Teacher College in question. This will be done at the meeting of the Panel of Assessors at the conclusion of the Assessment Exercise for each training college.

TABLE (10)

TABLES OF GRADES AND PERCENTAGES 1982

LETTER GRADE	CORRESPONDING PERCENTAGE	OVERRALL RESULTS		POSITION
		DISTICTION	PASS	
A	90 - 100	Distinction	Pass	1
A-	85 - 89	-do-	-do-	1
B+	80 - 84	Distinction	"	2
B	75 - 79			2
B-	70 - 74	Credit	"	3
C+	65 - 69	"	"	3
C	60 - 64	"	"	4
–	55 - 59	"	"	4
+	50 - 54	Pass	"	5
	40 - 49	Pass	"	5
–	30 - 39	Fail	Fail	6
	0 - 29	Fail	Fail	6

The above table must be used as follows;
The assessor will first decide on the grade of which he considers the students worthy. The Assessor will then decide whether he considers the student should be placed at the lowest level of that grade, towards the middle of the grade or at the top of the grade.

This will be necessary for the Award of the final grade by the panel especially, where a student is seen for the second time.

The grades used in the final Teaching Practice above do not correspond with those used in the colleges Assessment forms as in Appendix 4. the grading during the Internal Assessment is in terms of excellent or weak or fail. Both the internal and External Assessment grades should correspond so that there can be some consistency between the two. Also in the Internal grades the grades A+ A A- are in one category B+ B B- are in the second category C+ C C- third category D+ D fourth category D- F are in the last category. In the final form used by External Assessors B- is not in category two; C- does not belong to category three. This in itself is a weakness in that during Internal Assessment a student can get B- and can assume that even in the final Teaching Practice if he ges B- he will be in category 2 !!

The Assessors are proved with the following guide but without grades for each category of Activity.

PRACTICAL TEACHING ASSESSMENT GUIDE

PREPARATION

SCHEME OF WORK (A)

Availability, suitability with regard to content, topic, book references, Teaching aids, Teaching Method, Pupil Activity.

B: LESSON PLAN

Suitability of the Method of organizing material in plan.

2. Objectives:

Were these specific and clearly defined? Were they reasonable in terms of time available and the pupils level?

3. CONTENT COVERAGE:

Was this reasonable in terms of amount of quality, organization and pupil level?

4. TEACHING AIDS:

Had these been prepared to suit the lesson? Were they suitable in number and quality?

5. CONCLUSION: Was this planned and was it suitable?

PRESENTATION:

a) LESSON DEVELOPMENT

1. Did the introduction effectively engage the students attention and link new-material with old or the known with the unknown?

b) Were the stages of the lesson effective in helping the pupils understanding? Did it maintain their interest and keep them active?

c) Did the conclusion successfully consolidate the work covered?

d) Did the coverage of all the Lesson stages effectively result in the achievement of the lesson objective?

[illegible] PROCEDURES

i Did the teacher have sufficient knowledge of the subject to handle during the lesson.

ii Were the teaching techniques used related to the material covered.

iii Were the teachers explanations clear?

iv Were the methods of questioning effective? was proper use made of pupils' answers? Were the pupils encouraged to ask questions?

v How effective was the . teacher in controlling the tasks given to the pupils; in correcting errors and making use of good or weak points so as to further understanding.

vi Were the pupils properly individually involved in the various steps of the lesson.

USE OF TEACHING AIDS:

1. Was the chalk board effective interms of lay-out, quantity and quality of material, variety of material?

2. Were the Aids suitable?

3. Were they introduced and used to cover understanding, communication, critical thinking and discussion?

4. Were the correct aids made available to help the pupils with any activity in which they were involved?

Other areas to be looked at by the supervisor included classroom management and control and his/her personal appearance, mannerisms, pupils' work, progress records and finally the checking and marking of the work.

Although this assessment guide is detailed and comprehensive it would have bech of great help to the supervisors if they were guided as to how many marks to give to each of the groups of the teachers performance. The supervisor was solely. left to decide how many marks to award to each group.

.../81

The following was the Assessment Schedule for all colleges in Kenya in 1982:-

TABLE (11)

COLLEGE	ASSESSORS GROUP	DATE	STUDENTS	DAY
Mosoriot	H	1st Feb. to 5th Feb	729	5
Kericho	A	" " " "	494	5
Kilimambogo	B	" " - 5th Feb	360	5
Kigari	B	8th Feb - 12th Feb	280	4
Kaimosi	A	" " " "	430	4
Kagumo	C	" " " "	381	5
Eregi	D	" " " "	420	5
Asumbi	E	" " " "	399	5
Thogoto	F	" " " "	282	5
Shanzu	I	" " " "	430	5
Siriba	D	15th " 19th "	680	5
Kisii	H	" " " "	282	3½
Kamagambo	E	" " " "	39	1½
Kamwenja	C	" " " "	376	5
[illegible]	G	" " " "	357	3½
Meru	G	" " " "	130	1½
Highridge	F	" " " "	113	2
Machakos	J	" " " "	481	5

During this season of Assessment the students are also preparing for the final Examinations in March. This means that according to some students, those coleges which are assessed first have the advantage of adequate time for Revising for the Examinations where as those colleges which are assessed last have to prepare for the teaching practice for longer durations until they are assessed.

The Results obtained from the questionnaires; on Appendix 6, the major difficulties the majority of students had ranked as follows:

(a) How to prepare lessons well 1
(b) How to consult tutors 2
(c) How to use methods effectively 3
(d) How to manage, (discipline), the class 4
(e) How to introduce lessons interestingly 5
(f) How to use teaching Aids 6
(g) How to prepare good teaching aids 7
(h) How to end lessons orderly 8
(i) How to store and maintain teaching aids 9
(j) How to consult External Supervisors 10

As concerns the supervision Assessment and Evaluation of their work the response was as follows:

(a) My Supervisors' Comments were: - hurting. Eighty of the responses had this, more than ten had condemning and five had fair. None of the students had a positive response.

(b) The Supervisors' who saw me were: Half of the responses indicated that their supervisors were discouraging, unfair and some even indicated that their supervisors were biased.

(c) My Supervisors' Criticisms: The majority of the responses agreed again that the criticisms were hurting. Eighteen of the responses indicated that the criticisms were fair. Five of the students accepted that the supervisors' criticisms were encouraging.

(d) The Children's behaviour towards me: The majority of the students who taught in town schools indicated that the pupils were very rude and tended "to know too much".

Eighty students attributed this to their poor class control. Those students who taught in rural schools indicated that the children's behaviour towards them was very good and the children were interested in the learning. This went together with the question of children's response to the instructions. Although the pupils at urban schools like Mombasa Primary School, Aga Khan and Mbaraki were very bright in class. They were able to answer questions and their class participation was better than that of pupils in the rural schools.

On the question of "regular teachers" in the schools, seventy nine responses indicated that the teachers looked at the trainees "as a threat". In some schools, the students indicated that the regular teachers were even inciting the students against them. Generally, the Headmasters/Headmistresses were co-operative, helpful and encouraging.

Fifty of the students predicted that they expected to perform better than before in their final teaching practice. Forty eight felt that the presence of the External Assessors made them panicky and expected worse results than before.

Out of the eighty nine students who answered question XI on Appendix 6 twenty two of the ladies preferred to be assessed by male supervisors and fifty of the boys indicated that they did not want to be assessed by female supervisors. When interviewed individually, indicated that the female assessors sometimes come to classroom when they are very moody!!

The External Assessors who filled the questionnaire preferred to remain anonymous. Most of them had been supervising and assessing for three years. One male tutor had only started assessing for the first time.

The female assessors preferred to assess male students on grounds that they were vigilant. Six of the men preferred to assess both female and male students. Two of the men preferred to assess and supervise female students on grounds that female teachers were more organised than the male students.

On the improvement of the Assessment Evaluation and supervision the External Assessors agreed on the fact that they should be given preference of choice of places and institutions to supervise.

One head of the institution lamented that it was too expensive to maintain the assessors and sometimes the Ministry does not reimburse the money spent by the College. One college spent 17,052/50 (KShs.17,052/50) on 20th February, 1980 for maintaining the Assessors. All these expenses could be minimized if the respective tutors of the college and given training and inservicing so that there is consistency on their Assessment, one assessor had suggested similar sentiments.

All in all, the few external assessors who responded expressed more or less similar sentiments about the supervision, assessment and evaluation.

4.1 CONCLUSIONS:

Determination of Teacher-trainees' effectiveness through supervision, Assessment and Evaluation is of utter most significance throughout the world. At the beginning of this year, 1982, the Ministry of Basic Education held a meeting at the Kenya Institute of Education to determine other ways and means of teachersassessment and supervision. Tentative recommendations were given about the new programme still under study by the Ministry.

One lecturer who attended that meeting when interviewed about the outcome of the meeting said that on assessment, the Primary Teacher Education Programme will have a structured assessment mechanism. The programme requires an intensified approach and more vigorous method of assessment to ensure that the student teachers are fully equipped and prepared for their work.

The lecturer then broke down the components of the Assessment as follows:-

(a) Course-work during both the first and second year.
(b) An External written Examination to be given at the end of the first year.
(c) Continuous teaching Assessment.
(d) Practical teaching assessement.

The course work is expected to be as follows:
(a) During the first year of the course Monthly continuous assessment.

Each student will be continuously assessed and given aggregate grade per subject per month consisting of the marks given in either one or more of the following: tests, quizzes, assignments, projects, practical work etc. There will be termly assessments which will be set by inter-college Examination Panel. These will then be weighed out of one hundred. At the end of the year students will be expected and required to sit an end of year written external examination.

During the second year of the course, continuous practical teaching assessment will be conducted. The teacher trainee will be assessed at least three times per term; twice by the tutor, an inspector of schools or a Kenya Institute of Education member and once by the Headmaster. All the continuous assessment during the practical teaching will be weighed out of 100 marks.

The final teaching practice will be assessed by a panel of assessors.
According to this new Assessment procedure, the District Inspectors of Schools will be Course Directors. They will collect all reports and assessments for each student in their district and make sure that they are sent to the college of origin of the student. The college will then fill the received data in the prescribed mark sheets. The original mark sheet will be sent to the Chief Inspector of Schools and the Principal will retain a copy. The marks will be processed by the Chief Inspector of Schools. All assignments, and reports on students will be stored in the college for a period of 2 years.

Although this is one of the strategies the Ministry is trying to apply for improving assessment it has its own set backs. The fact that the tutors from original Colleges are expected to assess the students, it will be very expensive for the Government to cater for the transport and accommodation of tutors who will be travelling for long distances on supervision. In Shanzu College for example, there are students from North Eastern Kenya, others from Western Kenya, travelling all those distances will be very costly for the government.

Other lecturers interviewed on this programme said that, the training of students for one year at college will "produce raw" teachers. One Science tutor said that, even in two years, they are funding it very difficult to cover the syllabus appropriately.

The problem of crowded programmes in colleges creating inadequate students preparations for teaching practice has been expressed for a long time in different circles in Kenya. One of the Heads of institutions interviewed said that the educational programme has become fragmented and the syllabus over-crowded.

He continued that if the number of subjects taught in colleges could be reduced to reduce the need for preparing teachers to teach all subjects in the School Curriculum. The agreement by most teachers is that integration of subjects into groups would confine the teaching of methodology to fewer groups a saving in tuition time and effort that could be utilized more profitably in another field. The present system of allocating subjects is as follows:-

I	Professional Studies
II	Languages (Kiswahili, English)
III	Mathematics/Science (Maths, Gen. Science, Agric.)
IV	Social Sciences (Hist., Geog., Religious Ed.)
V	Creative Arts (P.E., Music, Home Sc., Art)

The majority of Principals and their Deputies interviewed generally felt that the only solution to the crowded programmes is that in the first year of their training the students should take all the thirteen subjects and then be allowed to specialize in the second year. During the first year the course should concentrate on the content and methodology of the Primary School Curriculum. To ensure that there is no pre-mature specialization by the student in first year, there should be an examination at the end of first year. This would be of an advantage because a teacher who would be posted to teach in the lower primary classes would have been exposed to the content and methods of teaching all the subjects. In case there is shortage of teachers it would also be useful in that a teacher can be called upon to teach a subject outside his area of specialization.
Students would also be exposed to subjects they did not do at Secondary school like Music, Art and Physical Education.

In second year the students are then allowed to specialize. A number of tutors had different views about the way of specialization. Some suggested that for the award of a certificate a student should obtain a pass in Teaching Practice, Professional Studies, English or Kiswahili, Science or Mathematics and any other four from the options while others suggested that:

A pass must be obtained in

Teaching Practice, Professional Studies, English or Kiswahili and any other five from the options. Other tuition though a student should only pass in Teaching Practice and Professional Studies and obtain a pass from the other options.

The students inverviewed, however, were of the option that specialization should be allowed from first year. This of course if not properly planned can lead to imbalance in staffing of subject specialists in the Primary Schools. Some subjects will miss teachers and die out.

All in all, on the problem of the overcrowded programme, the teachers competence can fullby be improved upon if the load of teaching subjects is to the reach of his ability rather than overcrowding the time-table so that he does not even have adequate time for preparation. Instead of teaching and preparing for thirteen subjects, teacher trainees should be,for example, given grouping as follows:

COMPULSORY SUBJECTS

(a) Professional Studies
(b) English
(c) Mathematics
(d) Science

OPTIONAL SUBJECTS Students can choose any 4

GP I	Kiswahili
GP II	Geography, Agriculture
GP III	Art, Home Science
GP IV	Music P.E.
GP V	History, C.R.E.
GP VI	Vocational Subjects.

In order to fully equip the students for adequte practice, it is important to inculcate into them, prior to supervision some of the basic teaching requisiter with special focus at:

(a) Teaching preparation
(b) Use of teaching aids
(c) Effective use of teaching aids

The first skill to be demonstrated by the student is the Lecturing Skill after which the rest of the class of trainees is given chance to evaluate their colleggues performance.

The teacher uses the following type of format:

Teachers Name .... Grp. No. of Micro tg. ....

Reg. No. .... Date/Time....................

Subject of Lesson ....

Teaching Skill ....

Objective(s) ....

Introductory Step. ....

Development Step ....

Concluding Step ....

The Evaluation guide should look like this:-

1. Did the start with set induction?
2. Did the teacher use any Teaching Aid?
3. Did he emphasize the main ideas?
4. Did he vary the stimulus situation?
    a) Did he/she use gestures
    b) Pause
    c) Move about
    d) Vary the pitch of the voice
    e) Vary the speed of delivery
5. Did the teacher use the language the pupils could understand?
6. Was the method used appropriate for the material taught?
7. Did he allow adequate time for the discussion and for summarising the main ideas.

It is important that after the students have been prepared in the Micro-teaching Phase, the tutors and lecturers must then give guidance in techniques necessary to work successfully in less ideal circumstances. The students must be exposed to situations of inadequate equipment, buildings and furniture, corwded classes and rigid administration. Most of the institutions today are detached from the primary schools. Colleges like Shanzu College where the students are only exposed to the classroom when they are posted for the actual teaching. This is the reason why most students interviewed felt that the situations outside the college were different from those in the College. Some of them argued that even the lesson plans they were using at college were not accepted by the Headteachers of the practising schools.

Some of the colleges have taken up micro-teaching as a strategy for improving both the teachers' competence and the tutors supervisionary ability. Micro-teaching was introduced in Shanzu College on 21st September, 1978. Its initial objective was to develop the teachers Linguistic Skills, cognitive abilities and personality variables attitudes.
The teacher trainee acquires these main features from his tutors through:-

a) Constant planning
b) Correct directed performance
c) Meaningful perception

It is important to develop the teachers questioning ability. His teaching through the questioning techniques provided one of the basic ways by which the interraction stimulates the students thinking and learning.
Planders (1970) called asking questions one of the major dimensions for studying teachers behaviour through the interraction analysis.

The major uses of the micro-teaching programme are to train and strengthen the methods of training students and to develop the Research Methodology. Micro-teaching is also a means of intergrating theoretical and practical studies. Students spend useful time in the micro-teaching laboratories, where they receive lectures from the subject disciplinarians and programmed demonstrations on the major component skills and attend curriculum resources seminars for guidance in selecting appropriate materials for relevant teaching. The type of micro-teaching taxonomy followed, takes into consideration the following:

1. Knowledge: - Does the student remember what he has seen or read?

2. Comprehension: - Can the student organize facts in various ways?

3. Application: Can the student apply techniques and rules to solve problems that have single correct answer?

4. Analysis: Can the student explain relationships, make references and find examples to support generalizations?

5. Synthesis: Can the student make predictions; solve problems or produce original communcations?

6. Evaluation: Can the student give opinions about issues and judge the merit of ideas, problems, solutions and other products?

It is therefore important that in the teaching practice, the supervisors, while assessing and evaluating the pupils work must provide an opportunity where the student teacher will gain self-sufficiency and freedom to act, so that he gains the autonomy he will need when he becomes a full pledged teacher. The technique of questioning and debating in understandable terms with the supervisor is a paramount significance in the improvement of the teachers performance. The supervisors role must encompass simplicity, co-operation and must be liberal.

The student teacher has to be open-minded, and must be insightful in the discussions he holds with the supervisors. The supervisor's role must be the one of reassurance that he/she is assisting positively and not destructively.

Supervisors should not interrupt lessons as this can demoralize the student, he/she must not participate in pupils activities, must not walk up and down in the classroom during the actual teaching. Supervisors also must avoid making noise that might distract the pupils' attention, yawning, snorring, tapping shoes are some of the distrative elements.

All in all, meaningful assessment, supervision and evaluation requires more time, patience and tolerance on the part of the supervisors.

CONCLUDING REMARKS:

This Reasearch paper has comprehensively attempted to look at some techniques and strategies of improving Supervision, Assessment and Evaluation of the student teacher's performance. So long as "a good-teacher" is equated with "good-person", there is always unfair and inconsistent evaluation of the teachers performance. Techniques and strategies suggested in this paper include the need for clear educational and instructional objectives; uniformity in the weighing of various aspects of the teaching, which both professional and laymen alike are unhappy with.

Supervision, Assessment and Evaluation of teachers competence are beneficial for recording and analysing the teaching act; practice has therefore been weakened by the false belief of equating it with scientific conclusions, as if the teaching skills are certain have confirmed answers.
All in all, supervision, assessment and evaluation of a teacher trainee's performance must be flexible; supervisors must be guided by consistent checklists to reduce the distortion influence.

In determining teachers effectiveness, the supervisors, as suggested in this paper must take into consideration; the personality traits of the trainee i.e. emotional ability, extroversion and dependability; teachers qualifications, certificates, credentials all affect the teachers performance; the teachers age; nature of school for the practice, presence of adequate facilities e.g. guides for teachers, advisory services, radio and where possible television programmes, news papers and Resource Centres.

Finally, the writer feels that thorough in-servicing of supervisors and assessors is inevitable for fair and consistent supervision in teacher education and it is high time a start in that direction was made.

Shanzu Teachers' College,
P.O. Box 90533,
MOMBASA.

5th May, 1982

The Headmaster/Headmistress,
....
....
....

Dear Sir/Madam,

RE: CURRICULUM DEVELOPMENT RESEARCH PROJECT

On behalf of the Ministry of Basic Education in conjunction with the University of Nairobi and the Kenya Institute of Education, I will be conducting the above Research Project at the Coast Province as from 10th May, 1982 and will be at your school on .... The Research will involve discussions with members of your teaching staff, and seeking for strategies and techniques of improving the competence of teachers in Kenyas schools.

Thanking you in advance for your co-operation, I remain,

Yours faithfully,

Francis Mukhalu.

(Francis Mukhalu)
LECTURER, SHANZU TEACHERS COLLEGE

APPENDIX II

MINISTRY OF BASIC EDUCATION
PROVINCIAL BASIC EDUCATION OFFICE
COAST PROVINCE

PROVINCIAL BASIC EDUCATION OFFICE
COAST PROVINCE
P.O. BOX 84019, MOMBASA

Ref. No. PBEC/CP/P.100/1

26th April, 1982

TO WHOM IT MAY CONCERN

CURRICULUM DEVELOPMENT & RESEARCH PROJECT

MR. FRANCIS MUKHAIU

The above named is a Lecturer at Shanzu Teachers College who is currently engaged in some curriculum development and research project within Coast Province particularly in our educational institutions, which are basically Primary Schools.

Please give him every assistance as his findings will be for the good of the whole of our education system.

Ayieko
(JOHN AYIEKO)
PROVINCIAL BASIC EDUCATION INSPECTOR
for PROVINCIAL BASIC EDUCATION OFFICER
COAST PROVINCE

JA/am

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BEST AVAILABLE COPY

c/o Kenya : INSTITUTE OF EDUCATION
P. O. Box 30231
Nairobi, Kenya

28th May, 1982

The Provincial Basic Education Officer,
Coast Province,
P.O. Box 84019,
MOMBASA.

Supervisors Signature

Dear Sir,

CURRICULUM DEVELOPMENT RESEARCH PROJECT

Having come to an end of the Intensive Research project in Curriculum Development centred on strategies and techniques of improving the Supervision, Inspection and Evaluation of the Practising Teachers Competence mounted jointly by the University of Nairobi and the Kenya Institute of Education, I would like to register my sincere thanks to you personally and to all the Heads of Institutions and their members of staff for the co-operation accorded to me.

The Research which commenced on 10th of May, 1982 took me to nearly fifty Primary Schools in the Coast Province. I would like to cite particularly the very positive response I received in schools at Taita/Taveta District despite the short notice supplied to the Headmasters. I was particularly most impressed with the Team-work, Teachers Preparation, pupils participation and the morale of the members of staff at Mwanyambo Full Primary School at Voi. Having interviewed the Headmaster of the school and supervised Mr. C.S. Madeda, Mrs. Dorcas Mbuvi and also had an interview with Mrs. Emily Mndeke, I was convienced that the magnificent efforts directed to the benefit of the child should symbolize and be emulated by the majority. Thanks to the great common interest in which every member of staff was concerned.

The detailed findings and results of this research will be submitted to the Ministry of Basic Education, the Kenya Institute of Education and the University of Nairobi for purposes of improving the supervision, inspection and evaluation of the teachers competence.

Thanking you once again for your co-operation and kindness,

I remain,

Yours faithfully,

(FRANCIS MUKHALU)
LECTURER, SHANZU TEACHERS' COLLEGE

c.c. The Cordinator of ACO
University of Nairobi,
Post Graduate Programme, NAIROBI.

The District Basic Education Officer, TAITA/TAVETA.
The Headmaster, Mwanyambo F.P. School, TAITA/TAVETA.

* programme jointly organised on behalf of the African Curriculum Organisation (ACO) by The Kenya Institute of Education (KIE), The University of Nairobi, and The German Agency for Technical Co-operation (GTZ)

Nº 31146

SHANZU TEACHERS' COLLEGE

TEACHING PRACTICE CUMULATIVE ASSESSMENT FORM

Name of Trainee : ....Coll. Class : ....Name of School : ....T.P. Class : .....

Subject : .... Time : .... Date : ....Supervisors' Name : ....

GRADING : Excellent 80-100, Very Good 70-79, Good 60-69, Average 55-59, Fair 50-54, Weak 40-49, Very Weak 30-39, Fail

	SCORES		COMMENTS.
I PREPARATION : (a) Schemes (b) Lesson Plan (c) Aim of the Lesson (d) Teaching Aids	10		
II PRESENTATION : (a) Introduction. (b) Knowledge of Subject (c) Methods (d) Questioning (e) Language (clarity, variety pronunciation, etc.) (f) CB Work and Use of Teaching Aids. (i) Relevance & display. (ii) Effectiveness. (g) Initiative	20		
III CLASS MANAGEMENT : (a) Class organisation. (b) Class control. (c) Contact with pupils. (d) Pupils' responsiveness.	20		
IV APPLICATION EVALUATION : (a) Instructions & organising work (b) Pupils' participation work (c) Guidance & supervision/ marking Correction (d) Assessing of pupils' progress (e) Conclusion.	20		
V GENERAL IMPRESSION : Achievement of the Aims Personality Academic, professional potential and Maturity etc.	20		
		%	GRADE
FINAL GRADE	100		

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Supervisor's Signature ....

SHANZU TEACHERS' COLLEGE

LESSON ASSESSMENT FORM

№ 721

Name of Trainee :.................................... Name of School :....................

College Class :.................................... School Class :....................

Subject :.................... Time :.................... Date :....................

1. PREPARATION :

(a) Schemes & References :....................

(b) Lesson Plan :....................

(c) Teaching Aids :....................

(d) Aim of Lesson :....................

2. INTRODUCTION :

3. PRESENTATION :

(a) Knowledge of subject & initiative :....................

(b) Method :....................

(c) Questioning technique & Imagination ....

(d) Language :....................

Speech Pronounciation :.................... Clarity :....................

Pace, Pitch/Variety :....................

(e) BB Work/Use of Teaching Aids :....................

(f) Contact with children/Responsiveness/Control :....................

4. APPLICATION :

(a) Pupils' work :....................

(b) Organisation & Group work :....................

(c) Conclusion/Recapitulation :....................

5. ACHIEVEMENT OF AIM :

6. GENERAL REMARKS :

NOTE TO STUDENTS: See your tutor for necessary explanations and further advice.

Date .... Signature of Supervisor :....................

UNIVERSITY COLLEGE

TEACHING PRACTICE OBSERVATION REPORT

School: ______________________ Student: ______________________ Ref. No:

Form: ______________________ Course: ______________________

Subject: ______________________ Supervisor: ______________________

Date: ______________________ (Capitals)

Preparation

Performance

Personal factors

Lesson Assessment

Distinction	Credit	Pass	Fail
10 9	8 7 6	5 4 3	2 1

Sipervisor ______________________

TEACHER PERFORMANCE PROFILE

Variable	1	2	3	4	5	6	7	8	9	10
O: Objective of Lesson										
L: Student Learning										
P: Student Participation										
S: Mastery of Subject matter										
I: Intergration with Prior Knowledge										
M: Method										
A: Teaching Aids/Apparatus										
R: Relatedness to Students										
C: Communication with Students										
E: Student Teacher Self-Evaluation										

Appendix VII:

PREPARATION AND PLANNING	TECHNIQUES	THE PUPIL/TEACHER
Content Knowledge Careful preparation Mastery of Subject matter Correct up-to-date appropriate level of Class amount given in lesson	Questions Frequency,relevancy Distribution of provoking Questions	Teacher communicat manner & behaviour Voice/Pitch language; avoidanc of distractive mannerism, confide patient,considerat
PLAN Statement of objectives Sequence of Method Imaginativeness Relatedness of lesson with prior knowledge	EXPLANATION Quality of explanation	CLASS CONTROL alert to incipient problem Judicious use of praise
ASSIGNMENT Prepared reasonably	ORGANIZATION Pre-planning demonstrations movement in class supervision of individual work marking, correcting testing.	PUPILS PARTICIPATI Attentive involvem majority participat comprehension questions

Apparatus and Visual Aids
- use of Blackboard
- display of charts, maps, models
- texbook quantity

APPENDIX VII

SHANZU TEACHERS COLLEGE, MOMBASA
TEACHER COMPETENCE EVALUATION QUESTIONNAIRE

1. You may or you may not write your Name.............................

11. This is for helping us to improve the assessment, supervision and Evaluation of Practicing teachers.

Please co-operate by being honest and clear.

111. Respond to the following items as did apply to you during your teaching.

1. The main difficulties I have experienced during my Practicing teaching are connected with:

DIFFICULTIES	RANK
a) How to manage (discipline) the class	....
b) How to consult tutors	....
c) How to prepare lessons well	....
d) How to introduce lessons interestingly	....
e) How to use methods effectively	....
f) How to end lessons orderly	....
g) How to prepare good teaching aids	....
h) How to use teaching aids effectively	....
H) How to use teaching aids effectively	....
i) How to store and maintain teaching aids	....

j) Any other (specify)...

2. FILL IN THE BLANKS Using one for the following words or any other better one to explain how you felt about your teaching exercise: (Constructive, good, bad, hurting, useful, useless good, condemning advising me, corrective, helpful, poor, unfair, fair encouraging, discouraging etc etc.

(a) My supervisors comments were ....

(b) The supervisors who saw me were ....

(c) My supervisors Criticisms were ....

(d) The childrens behaviour towards me was ....

(e) Pupils responses to my instructions were ....

(f) Pupils answers to my questions were ....

(g) Pupils work (Exercises, written notes etc) was ....

(h) Pupils in this school were generally ....

(i) The teachers in this school were ....

(j) My regular teacher (class teacher) was ....

(k) The Headmaster/Headmistress was ....

(l) The teaching Practice was on the whole ....

(m) Any other important feelings (specify) ....

3. Tick the respons s which did apply to you during your Final Practicing teaching.

Tick as many as are true to you personally.

I. I think I did

(a) better than before
(b) worse than before
(c) same as before
(d) Average
(e) Difficult to tell.

II. I expected to get

(a) a better grade
(b) same grade as before
(c) worse grade than before

III. My Final Teaching Practice was

(a) more enjoyable than before
(b) less enjoyable than before
(c) more or less the same.

IV I have experienced

(a) easier class control than before
(b) More problem in class control
(c) Same problem in class control.

V My lesson preparations have been generally

(a) better than before
(b) Poorer than before
(c) Without any progress.

VI My lesson intoroductions have been usually

(a) very interesting
(b) very orderly
(c) not so good
(d) just ordinary
(e) Motivating pupils for the lesson.

VII During the teaching Practice I

(a) used more tmethods than before
(b) used more or less the same method as before.
(c) used less methods than before
(d) used methods more creatively
(e) used methods rather poorly

VIII My ending of lessons have been

(a) More orderly than before
(b) Still full of problems
(c) quiete disorderly because of children
(d) quite in time
(e) not ending as I had planned.

IX I have found myself with better developed

(a) class room personalities
(b) Pleasant manners
(c) cheerfulness in the class
(d) Confidence in class
(e) dressing habits
(f) speech (language, pronounciation auiibility use of gestures, vaiety)
(g) Poise in the class
(h) Abilities to control the class

X As a whole my practicing teaching was

(a) useful to me
(b) very useful to me
(c) not of much use to me
(d) enjoyable for me
(e) Not enjoyable
(f) very enjoyable.

XI I preferred being supervised by:

(a) My local tutors
(b) External assessors
(c) Female supervisors
(e) Male supervisors

XII You may add any statement you would like to (add) make about how you evaluate your own perfomance.

XIV Write down briefly, but specifically, any suggestions for improving Practicing teaching.........................

....

....

....

....

THANK YOU FOR YOUR HONEST COMMENTS

FRANCIS MUTHAIU

POST GRADUATE IN SYSTEMATIC

CURRICULUM DEVELOPMENT.

APPENDIX IX

QUESTIONNAIRE FOR FIRST YEAR STUDENTS

FOR THOSE WHO HAVE AT LEAST DONE THE TEACHING PRACTICE ONCE. GIVE BRIEF BUT SPECIFIC ANSWERS.

I. Sex ....

2. Age ....

3. LAST SCHOOL ATTENDED ....

4. QUALIFICATION ....

5. TEACHING EXPERIENCE ....

6. WHY DID YOU JOIN TEACHING ....

7. DURING YOUR FIRST TEACHING PRACTICE WHAT DID YOU FIND DIFFICULT Rank this:

   (a) Keeping school records ....
   (b) Methodology application ....
   (c) Teacher/Pupil relationship ....
   (d) Using Teaching aids ....
   (e) Stimulus variation in the classroom ....
   (f) Lesson plan format ....
   (g) Use of the Black Board ....

8. Are the two years of training adequate to make you an effective teacher.

9. (a) If yes give reasons ....

   ....

   (b) If No give reasons ....

   ....

9. During your stay at college do you think you have benefitted more academically than professionally ....

   ....

   ....

10. Give suggestions or ways in which you think Practicing Teaching can be improved.
....
....
....

11. Which group of subjects did you find easy to teach?
    1. Social Science...
    2. Sciences ....
    3. Creative Arts ....
    4. All..
    5. None...

12. Give reasons for your choice.............................
    b) ....
    ....

13. How many times were you supervised........................
....

14. How many times were you assessed..........................
....

15. What did you or did't you like about your supervision.
....

16. What did you or didn't you like about the assessment..
....
....
....

....../108

APPENDIX X

QUESTIONNAIRE FOR SUPERVISORS AND ASSESSORS.

1. What was your assessment of individual teacher trainee under your assessment.
....
....

2. Did the teacher keep records Yes/No..............................
a) If no what is your opinion contributed to this inability
....
b) If yes what is your opinion helped him ....
....

3. In your occassional observation the teacher trainees were the teachers disinterested or dedicated..........................
....
1...

4. What guided you in your assessment.............................
....

5. What are their academic work is relation to..................
....
....

(a) Writing lesson notes
(b) Marking students script
(c) Actual teaching in class
(d) Personal relationships with pupils.

6. Do you think that one week of external supervising and assessing gave you adequate time to Evaluate the Students work.
....
....

........../109

6. If yes what guided your decision?.........................

....

....

7. For how many years have you been on external supervisor and Assessor? ....

....

....

8. Do you like your work? ....

....

..

9.(a)Do you prefer assessing Female/Male students? ....

....

(b) Give reasons for your choice ....

....

10. What might have been some of the problems hindering your work? ....

....

....

11. How can such problems be overcome? Give suggestions.

....

....

12. How in general can supervision, assessment and Evaluation of students be improved? ....

....

....

APPENDIX XI:

Model Questions about External Supervision

Category for Interraction Analysis

Indicate Yes/No.

INDIRECT INFLUENCE

1	1	Did your Supervisor accept feelings?	☐
	2.	Praise or Encourage you?	☐
	3.	Accept your ideas?	☐
	4.	Did he give directions?	☐
	5.	Did he criticise positively?	☐
	6.	Was he a man?	☐
	7.	Was she a woman?	☐
	8.	Had you known him/her before?	☐

__III

Give Brief answers for the following:

1. What problems did you face furing your teaching practice?

....

....

....

....

....

2. What were the positive contributions made by your External Supervisor? ....

....

3. What were the negative contributions made by your External Supervisor? ....

....

4. What were the positive contributions made by your Enternal Supervisor? ....

....

....

5. What were the negative contributions made by your Internal Supervisor? ....

....

6. How can supervision be improved, from your experience? ....

....

KILIMA MBOGO TEACHERS COLLEGE

PRACTICAL TEACHING ASSESSMENT GUIDE 88

NAME OF STUDENT .... COLLEGE CLASS ....

SCHOOL .... SUBJECT .... STD. .... TIME ....

PREPARATION (20) - (a) Scheme of Work (b) Lesson Plan.

PRESENTATION (50) - (a) Lesson Development (b) Teaching Procedures (c) Use of Teaching Aids (d) Classroom Management and Control.

TEACHER'S MANNER (10) - (a) Appearance (b) Manner (c) Communication (d) Initiative.

PUPIL'S WORK (20) - (a) Type (b) Checking and Marking (c) Progress Records.

GENERAL IMPRESSION

KILIMAMBOGO TEACHERS' COLLEGE

"BETTER YOUR BEST"

PRACTICAL TEACHING INSTRUCTION FORM

STUDENT TEACHER ____________________ CLASS _______________ ADM. NO. __________

PRIMARY SCHOOL ____________________ STD. ____________________________

SUBJECT ________________________ TOPIC _______________ DATE __________

AREAS TO OBSERVE:-

I. PREPARATION: (15pt) (i) Scheme of work (ii)Lesson Plan ((iii) Objective.

II. PRESENTATION/PERFORMANCE: (55pt)(i) Introduction (ii) Lesson Development (Stages) (iii)Teaching procedure (iv)Learning Aids Class room management and control.

III. PERSONAL FACTORS/TEACHING MANNER: (15pt)-(i) Appearance (ii)Manner (iii)Innovations (iv)Initiative(v)Communication.

IV. PUPILS' WORK: (15 pt) (i) Type (ii) Checking, Marking and correction (iii) Pupils progress Records.

INSTRUCTIONAL POINTS: (See Guidelines for Teaching Assessment.

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GLOSSARY:

Assessment:	The observation of teachers interracting with pupils. This analysis of the teacher is concerned with determing his progress, growth and change. It takes into account the tools used for obtaining a more accurate account of what takes place during the actual teaching.
ASSESSOR:	One who conducts the judgement of a teacher's performance.
C.P.E.:	Certificate of Primary Examination. This is the Examination done after seven-years of Primary Education. Those who pass it continue to Secondary Schools.
E.A.A.C.E.:	East African Advanced Certificate of Education. This is the Examination which has been replaced by the Kenya Advanced Certificate of Education. It is done after form Six and those who qualify join the University.
E.A.C.E.:	East African Certificate of Education. This examination has been replaced by the Kenya Certificate Examination. It is done after Form four and those who qualify join form five.

Evaluation: This is the process used for determining the effectiveness of the teaching art.

K.J.S.E.: Kenya Junior School Examination. This Examination is done after Form Two by those studdnts in Private (Harambee) Schools. The objective was to enable the students in private schools; those who pass, to join Government aided Secondary Schools.

K.U.C.: Kenyatta University College. A constituent college of the University of Nairobi where the faculty of Education is housed.

Practicing-teacher: This is a person enganged in the inter-active behaviour with the students for the purpose of effecting a change in the students.